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ABSTRACT

The job position of military advisory and assistance group (MAAG) officer for the Air Force as performed in Iberian Spanish is described in terms of terminal skill objectives (TSOs) and enabling objectives (EOs). This analysis is part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job/duty positions and three languages were selected for field testing and system validation. This volume presents the results of the task analysis of Iberian Spanish language requirements for MAAG officers stationed in Madrid. The nature of the language requirement of the MAAG job is reflected in seven TSOs. Each TSO specifies one of six communicative activities which define the communicative parameters of the job. In four of the seven TSOs, more than one role is indicated, and all of the TSOs list at least three topics about which the MAAG officer may be required to communicate. Following each TSO a mapping sheet is provided to direct the user to the materials which further define both the communicative activities and the Spanish language necessary to accomplish those tasks. The EOs provide a detailed outline of each communicative activity required. A listing of the language function required to perform the communicative activity is included. (SW)

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

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VOLUME V

MAAG JOB POSITION (IBERIAN SPANISH)

A study conducted under contract number
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Midtown Plaza, 700 East Water Street, Syracuse, New York 13210

Report A005-WU 35114

METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

VOLUME V: MAAG JOB POSITION (IBERIAN SPANISH)

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This volume presents the Terminal Skill Objectives, Mapping Sheets and Enabling Objectives for the MAAG Job Position as performed in Iberian Spanish.

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INTRODUCTION

Volumes V, VI and VII of this report present the results of the task analysis of Iberian Spanish language requirements for Military Advisory and Assistance Group (MAAG) officers stationed in Madrid.

The MAAG position presents a particularly complex communication task. MAAG officers interact with their Spanish counterparts in the following ways: They

- make and receive telephone calls
- participate in business and social conversation
- present formal briefings
- facilitate communication between non-Spanish speaking personnel and Spanish officials
- scan documents and correspondence to quickly gleen important information
- review documents and correspondence in depth to report on and respond to the contents

MAAG officers must be trained to perform these activities in four different roles:

- ADVISOR
- ADVOCATE
- AIDE
- QUESTOR

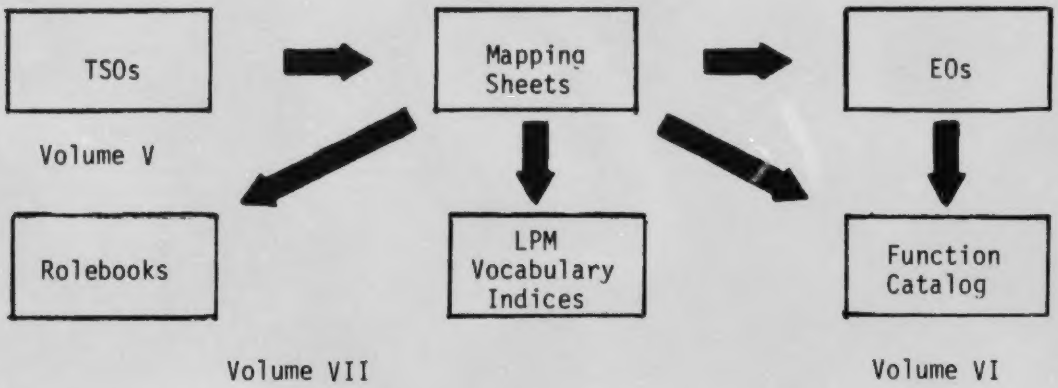
Furthermore, they must be able to speak knowledgeably on a variety of technical topics related to the general topic areas of

- Logistics
- Aircraft
- Management

The nature of the language requirement of the MAAG job is reflected in the seven Terminal Skill Objectives (TSO) beginning on page V-3 of this volume.

Each TSO specifies one of six COMMUNICATIVE ACTIVITIES which define the communicative parameters of the job. In four of the seven TSOs, more than one ROLE is indicated; i.e., the MAAG officers may be required to perform the communicative activity in any one of those roles. All of the TSOs list at least three TOPICS about which the MAAG officer may be required to communicate.

Following each TSO a Mapping Sheet is provided to direct the user to the materials which further define both the communicative activities and the Spanish language necessary to accomplish those tasks. The Enabling Objectives (EOs) which begin on page V-58 of this volume, provide a detailed outline of each communicative activity required for the MOS. This outline is explicated by the listing of the language functions required to perform the communicative activity. The EOs provide a direct link between the description of the job itself and the language by describing the job language tasks in terms of their component functions and directing the user to the Function Catalog for Iberian Spanish which lists Spanish utterances used to accomplish each function. (See Volume VI.) The map also directs the user to the appropriate rolebooks and vocabulary lists (see Volume VII), and to the function catalog (Volume VI).



TERMINAL SKILL OBJECTIVE

No. MAAG / C.1.01 / SP

DOCUMENTATION: Interview data: MAAG officers and support personnel, Madrid, AFM 50-29, AFR 400-3

COMMUNICATIVE TASK

COMPONENTS

Role	"QUESTOR", "ADVISOR", "ADVOCATE"
Com Act	"CONVERSES"
Audience	one/few person(s)
Topics	sports, families, household management, "survival" needs
Purpose	establish contact, rapport; make arrangements; get information

STATEMENT

The student, in the role of "QUESTOR", "ADVISOR", or "ADVOCATE" "CONVERSES" in the Spanish language with one or few persons on a face-to-face basis on a topic such as the following: sports, families, household management for the purpose of establishing contact and rapport.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
20 min.	10 min.
Materials/Equipment	Materials/Equipment
reference grammar, Spanish dictionary	None

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will carry on a 10-minute conversation in Spanish on a face-to-face basis with a native speaker on a selected topic, using appropriate vocabulary (e.g. T.04) and grammar as specified in functions (T.03).

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	__ military
x 2.0 Intell Att	__ technical
x 3.0 Emo Att	x other ___
x 4.0 Suasion	
x 5.0 Man Comm	
x 6.0 Soc Rit	See T.04

TSO No. MAAG / C.1.01 / SP

☒ TSO

☐ EO

NA ○ 1 ● 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○

T.02

Page 1 of 5

V-4

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
LL=landlady/ U.S.C:= United States Colonel			A U.S. Colonel visits the landlady of an apartment building to inquire about a vacancy.
U.S.C: Buenas tardes, señora.		5.1 greet	Señora-Use "señora" as a polite form of address (similar to "ma'am" in English) if you know a woman is married or she is old. Otherwise, use "señorita." Usted-is always used with a new acquaintance. It is often used with a landlady even after a long acquaintance.
LL: Buenas tardes. ¿Cómo está usted?			
U.S.C. Muy bien, gracias, ¿y usted?			
LL: Muy bien gracias.			
U.S.C. Me llamo John Wilson. Busco un piso y me he enterado de que Ud. sabe de uno.		5.5.1 introduce	de que=that. The verb enterar means to inform or acquaint. Enterarse de, however, means to hear of, to find out about. Certain verbs require a preposition before a noun or noun clause (contribuir a, alegrarse de, insistir en, etc.) piso-a standard apartment, more than one bedroom, etc.
LL: Sí, señor. En este momento tenemos dos pisos libres. Pase por favor.		5.18 be hospitable	
U.S.C: Gracias.			
LL: Siéntese.			
U.S.C: Muy amable.		5.10 gratitude	
LL: Bien. Los pisos que ahora se ofrecen son muy bonitos los dos. Los dos tienen tres habitaciones, cocina, comedor, sala, y cuarto de baño. Uno es amueblado y el otro tiene solamente la cocina amueblada.	se ofrecen - are offered, are available los dos - both tiene . . la cocina amueblada - the kitchen has appliances	1.2 state factual information	amueblado-Furnished apartments have become more common in recent years. Unfurnished apartments usually do not have kitchen appliances.
U.S.C. Bueno, yo prefiero el amueblado.		3.6 preference	

TSO No. MBAG / C.1.01 / SP

☐ TSO

☐ EO

NA	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

T.02

Page 2 of 5

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
¿Cuánto es la renta?	la renta - rent	1.3 seek factual information	Utilities are rarely included in the rent. Electrical power is so expensive that most water heating and cooling are done by gas purchased in large, orange-colored tanks. These tanks are delivered on a regular schedule according to districts established by the gas company. A new tenant must notify the district office to renew service. Service is usually registered under the name of the building owner, but the tenant pays for each container.
LL: Sale en 6,000 pesetas mensuales, exceptuando el agua y la electricidad.	sale en - it costs pesetas mensuales - pesetas per month	1.2 state factual information	
U.S.C: ¿Es de gas ciudad la cocina?		1.3 seek factual information	
LL: No. Hay dos bombonas en el piso. La cocina tiene calentador. Yo le daré el número de teléfono de la companía de gas para este distrito. El contrato está al nombre del Señor Jorge González de Rivera.	bombonas - butane gas tanks	1.2 state factual information 3.7 intention 1.2 state factual information	
U.S.C. ¿Corre a nuestra cuenta el gas?	corre a nuestra cuenta - does it run to our account - is it charged to us	2.8 obligation	
LL: Sí. Normalmente sale en 130 pesetas por bombona.		1.2 state factual information	gasto de la comunidad-Spanish law requires that a certain amount of money be spent on the maintenance of apartment buildings. The purpose of this fee is to prevent the physical decline of the public portions and exteriors of buildings. In some cases, the landlord pays this fee. In others, each tenant is required to contribute a fixed amount per year. In some buildings, the tenants take turns cleaning and making repairs to avoid higher fees. Information concerning these and other regulations which affect consumers is available at the "Ayuntamiento"-City Hall.
U.S.C: El gasto de la comunidad, ¿lo pagamos nosotros o corre a su cuenta?		2.8 obligation	
LL: Lo pagan los arrendatarios, 1,000 pesetas al mes. Además cobramos un depósito de 1,000 pesetas por si hay algún desperfecto en el piso.	los arrendatarios - the tenants cobramos - we charge desperfecto - slight damage		

TSO No. MAAG / C.1.01 / SP

T.02

Page 3 of 5

☐ TSO

☐ EO

NA ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
U.S.C: ¿Y ese depósito me será reembolsado en cuanto me marche.	reembolsado - reimbursed me marche - I move	3.7 intention	A deposit is a common requirement. me marche - subjunctive since time of move is unknown.
LL: Claro que sí. Antes de que Usted se vaya revisaremos el piso y, si todo está bien, el depósito le será devuelto. ¿Sabe que no se permiten animales en este edificio?	revisaremos - we will look over les será devuelto - will be returned to you	2.11 awareness	Pets are often prohibited. In general, the Spanish have less affinity for pets than do Americans. In Spanish, there is no word which is equivalent to "pet". It is extremely rare, however, for children to be excluded from an apartment building.
U.S.C: No es problema. No tengo ningún animal. Con tres hijos ya tengo complicaciones suficientes.		3.10.2 unimportance/indifference 2.12.1 difficulty	
LL: Me lo imagino. Tengo dos hijos - ya crecidos De pequeño no tenía un rato libre.	ya crecidos - grown up now	5.8 sympathy/empathy 2.12.1 difficulty	It is crucial that needed repairs be noted and an agreement reached about their being corrected. It is somewhat important to be obviously careful, critical, and astute, though always polite. "Hay que defenderse"-One must defend oneself.
______			
U.S.C: Todo parece en buenas condiciones. Sin embargo, se necesitarán algunas reparaciones.	reparaciones - repairs	3.9.1 approval 2.6 need	
LL: Dígame.cuales.		6.8.2 consent to change topic	
U.S.C: Bueno, primero me gustaría que se pintara la habitación más grande. Las paredes están con manchas. Además, parece que el frigorífico	con manchas - stained, dirty, spotted	4.2 requests 1.2 state factual information	

TSO No. MAAG / C.1.01 / SP

☐ TSO

☐ EO

NA ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
no funciona bien.			
LL: Bueno, todo eso se puede resolver en seguida	en seguida - right away	2.5.1 capability	Always ask about regular maintenance schedules.
U.S.C: Una vez viviendo aquí, ¿quién es el responsable de las reparaciones?		2.8 obligation	
LL: Pintamos todas las paredes cada año. Si hay un mueble estropeado por el uso normal, también corre a cuenta de la casa. Claro, si hay un problema por falta de cuidado del arrendatario, le toca a él arreglarlo.	cada - each estropeado - broken por el uso normal - through normal use falta de cuidado - lack of care, carelessness le toca a él - it is his responsibility	1.2 state factual information 2.8 obligation	
U.S.C: Correcto.	arreglarlo - to fix it correcto - right, that's as it should be	2.1.1 agreement	
LL: Este es el lavadero. Esa ventana da al patio y allí se puede tender la ropa.	da al - opens on the tender la ropa - hang clothes	1.1 identify	Washing machines are usually provided in furnished apartments. However, dryers are very rare. Instead, tenants hang their laundry on lines from the windows which open onto the patio, an open courtyard in the center of the building.
U.S.C: Todo me parece muy bien. Sobre todo, me gusta porque está tan cerca del centro.	cerca del centro - near downtown	3.1.1 pleasure/liking	Older apartment buildings near the center of the city are usually well maintained. Downtown areas have not suffered the flight to the suburbs common in the US.
LL: De aquí se puede llegar andando a la Plaza Mayor en veinte minutos. Además, a cada rato pasa el autobús por esa esquina de enfrente. Está muy bien situada.	se puede llegar andando en veinte minutos One can walk to within twenty minutes cada ratito - every so often, every little while esquina - corner	1.2 state factual information 3.1.1 pleasure/liking	

TSO No. MAAG / C.1.01 / SP

☐ TSO

☐ EO

NA 1 2 3 4 5 6 7 8 9 10

○—○—○—○—○—○—○—○—○—○—○

T.02

Page 5 of 5

V-8

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Esta barriada, aunque es bien antigua, tiene de todo - y se puede pasear por las calles sin miedo a la una de la mañana. He vivido aquí pues, ya hace quince años y, de veras, me encanta.	barriada - neighborhood sin miedo - without fear		Most neighborhoods provide all essential services. Car transportation is rarely required and many people do not own cars. Public transportation is efficient and cheap and people also walk a lot. pasear-taking a stroll is a popular pasttime, especially in the evenings and on Sundays.
U.S.C:Creo que nos conviene arrendar este piso.		1.5 express	
LL: Muy bien. Entonces, bajemos a revisar el contrato y ya - trato hecho.	bajemos - let's go downstairs trato hecho - it's a dea	5.16 strike a bargain	A contract which specifies all costs and repair or maintenance agreements should be finalized in writing.
U.S.C: Excelente.		2.1a agree	

LPM Functional Indices

Page 1 of 1

1.0 Factual Information

*1.1 identify objects, persons, processes
*1.2 state factual information
*1.3 seek factual information

2.0 Intellectual Attitudes

*2.1.1 agreement
2.1.2 disagreement
2.2.1 an offer
2.2.2 declining an offer
2.2.3 accepting an offer
2.3.1 remembering
2.3.2 forgetting
2.4.1 possibility
2.4.2 impossibility
*2.5.1 capability
2.5.2 incapability
*2.6 need
2.7.1 certainty
2.7.2 uncertainty
*2.8 obligation
2.9.1 request for permission
2.9.2 granting of permission
2.9.3 denial of permission
2.10.1 denial
2.10.2 affirmation/confirmation
*2.11 awareness
*2.12.1 difficulty
2.12.2 ease
2.13 belief/opinion

3.0 Emotional Attitudes

*3.1.1 pleasure/liking
3.1.2 displeasure/dislike
3.2.1 satisfaction
3.2.2 dissatisfaction
3.3.1 fear
3.3.2 worry
3.4 hope
3.5 surprise
*3.6 preference
*3.7 intention
3.8 want
*3.9.1 approval
3.9.2 disapproval
3.10.1 importance
*3.10.2 unimportance/indifference
3.11 anticipation

4.0 Suasion

4.1 suggestions
*4.2 requests
4.3 invitations
4.4 advice
4.5 warnings
4.6 directions/instructions/commands
4.7 corrections

5.0 Elementary Social Rituals

*5.1 greet
5.2 take leave
5.3 open conversation
5.4 end conversation
*5.5.1 introduce
5.5.2 respond to introduction
*5.8 sympathy/empathy
*5.10 gratitude
5.11 regret
5.12 apology
5.16.9 end conversation
5.16.10 take leave

- - - - - - - - - - - - - - - - - - - -

*5.18 be hospitable

6.0 Managing Communication

6.1.1 interrupt
6.3 refocus and/or adjust communication
6.8.1 change topic
6.8.2 consent to change topic
6.8.3 refuse to change topic

* These functions appear in this task scenario.
--- Functions listed below the dotted line appear in this task scenario but not in the "CONVERSES" enabling objective.

TSO Map

TSO MAAG / C.1.01 / SP

RECOMMENDED TRAINING SEQUENCE

NA [✓ 1] 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear
☐ hierarchical
☐ solitary

PRIMARY DECISION FACTOR

☐ job criticality
☒ dependent relationship
☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO C.1 / 1-5

Functions Catalog: IBERIAN SPANISH

Rolebooks: "QUESTOR", "ADVISOR", "ADVOCATE"

Special Vocabulary: V5 [illegible] and BASIC COURSE VOCABULARY

Technical Documents: Interview data: MAAG officers and support personnel, Madrid, AFM 50-29, AFR 400-3

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "CONVERSES"

GREETING/INTRODUCTION
5.1/5.3.1-7/5.5.1/5.5.2/5.8/
5.10/5.11/5.12/6.1.6

STATING THE PURPOSE
Obtain/transfer factual information
1.1/1.2/1.3/2.2.1/4.2/6.8
Evaluate options
2.0 Intellectual Attitudes
(All functions)
Assess human reactions
3.0 Emotional Attitudes
(All functions)
Initiate actions
4.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6

ACTUALIZING THE PURPOSE
Develop strategy
Initiate communication
1.0 Factual Information
(All functions)
2.0 Intellectual Attitudes
(All functions)
3.0 Emotional Attitudes
(All functions)
4.0 Getting things done
(Suason)
(All functions)
Control conversation flow
6.3/6.8.1/6.8.2/6.8.3

CONFIRMING THE RESULTS
Report facts
1.1/1.2/2.1.1/2.1.2/4.7
Report thinking of other party
2.0 Intellectual Attitudes
(All functions)
4.7
Report feelings of the other party
3.0 Emotional Attitudes
(All functions)
2.1.1/2.1.2/4.7
Report actions to be taken
1.1/1.1/2.1.1/2.1.2/4.7

CLOSING
Inquire about further concerns
1.3/2.6/2.3.1/2.3.2/3.3.1/3.3.2/
3.8/3.10
Close
5.2/5.4/5.10

TERMINAL SKILL OBJECTIVE

No. MAAG / C.1.02 / SP

DOCUMENTATION: AFM 50-29, AFR 400-3, PEACE (SIGMA) 1976, AFM 11-1 (III) report. Defense Treaty: Use of Military Facilities in Spain, Job Descriptions for MAAG personnel, JUSMG-MAAG, Madrid, Interview data: MAAG officers & support personnel, Madrid.

COMMUNICATIVE TASK

COMPONENTS	
Role	"QUESTOR", "ADVISOR", "ADVOCATE"
Com Act	"CONVERSES"
Audience	one/few persons
Topics	logistics, aircraft, management
Purpose	ask/answer questions, supply information, make arrangements

STATEMENT

The student, as a "QUESTOR", "ADVISOR", or "ADVOCATE", "CONVERSES" in a face-to-face situation in Spanish with one or few persons on one or more of the following topics--logistics: supply, maintenance, data processing; aircraft: operations, performance; management: planning, training--for the purpose of making arrangements, supplying information, asking/answering questions.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
20 min.	10 min.
Materials/Equipment	Materials/Equipment
reference grammar, Spanish-language, technical, and military glossaries	None

REGISTER

Speech	Print
☐ techno-jargon	☐ technical
☐ formal	☐ literary
☒ colloquial	☐ informal

MacroSTANDARDS

DESCRIPTION The student will carry on a 10-minute conversation in Spanish on a face-to-face basis with one person on a selected technical topic, using appropriate vocabulary (T.04) and grammar (T.03).

LPM INDICES

Functions	Vocabulary
☐ 1.0 Fact Info	☒ military
☐ 2.0 Intell Att	☒ technical
☐ 3.0 Emo Att	☐ other ___
☐ 4.0 Suasion	
☐ 5.0 Man Comm	
☐ 6.0 Soc Rlt	See T.04

TSO No. MAAG / S.3.01 / SP

☐ TSO

☐ EO

NA ○ 1 ○ 2 ○ 3 ● 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○

T.02

Page 1 of 3

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Alfredo-Spanish Colonel/Simon-U.S. Colonel			Alfredo and Simon are friends as well as military counterparts. Here they discuss a new fighter in a very informal conversation.
Alfredo: Simón, pensamos compraros		3.7 intention	
uno de los F-16 nuevos.		1.3 seek factual information	compraros - buy from you. First of all, the os is used here as a dative of advantage and is translated "from you". Secondly, the use of the familiar pronouns, both singular and plural (tú,vosotros/te,os/ti,vosotros) is very common in Spain. Here the Spanish officer extends the familiarity he enjoys with the U.S. officer to the entire U.S. military. In a more formal conversation, he would use the formal - comprarles.
¿Has visto alguno?			
Simón - No, Alfredo, no he visto ninguno.		1.2 state factual information	
Sabes que los están montando unos	montando - assembling		
aquí, otros allá - en Europa y en los	unos aquí, otros allá - some here, some there		
Estados Unidos - y cuando yo salí de			
América, todavía no había ninguno			
completo. Pero lo que sí he visto			lo que sí he visto - what I have seen The sí is used to add emphasis
es la maqueta y me parece que está	maqueta - scale model	3.1.1 pleasure/liking	
muy bien.			
Alfredo - ¿Sabes de alguien que los		1.3 seek factual information	
haya visto?			alguien que los haya visto - someone who has seen it. A dependent clause which refers to an indefinite, non-specified person, place, or thing requires the subjunctive form of the verb
Simón - Mi amigo John Mathews estaba		1.2 state factual information	
en Wright-Pat cuando realizaron			
el vuelo de prueba y me dijo que el	vuelo de prueba - test flight		
avión le impresionó mucho. Tienen		3.2.1 satisfaction	

TSO No. MAAG / C.1.02 / SP

☐ TSO

☐ EO

NA ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○

T.02

Page 2 of 3

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
un cociente muy bueno de empuje a	coeficiente - ratio	1.2 state factual information	
peso así que el despeque es muy	despeque - take off		
rápido y la innovación del vuelo	vuelo eléctrico - fly-by-wire	3.2.1 satisfaction	
eléctrico da una maniobrabilidad	maniobrabilidad - maneuverability		
excepcional cuando más se necesita.			cuando más se necesita - when it is needed most
Alfredo- ¿Sabes las especificaciones?		1.3 seek factual information	
Simón - No de memoria, pero creo que	no de memoria - not right off hand, not by memory	1.2 state factual information	
tengo la hoja de especificaciones		2.13 belief/opinion	
en el archivo. Déjame ver un		2.9.1 request for permission	
momento. Aquí está.			
Alfredo - Gracias. Vamos a ver. Envergadura	envergadura - span	5.10 gratitude	
sin mísiles - 9.42 metros,			
con mísiles - 9.98. Longitud,	longitud - length	1.2 state factual information	
catorce metros y medio. Peso de	peso de combate - combat weight		
combate, casi diez toneladas.			
Tienen un motor de Pratt y			
Whitney. ¿Son buenos esos motores?		3.9.1 approval	
Simón - Creo que sí.		2.7.1 certainty	

T.02

TSO No. MAAG / C.1.02 / SP

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☐ TSO

☐ EO

NA ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Alfredo - Velocidad máxima - superior al Mach 2. No está mal.		1.2 state factual information 3.9.1 approval	
Simón - A lo mejor puedes ver uno la primavera que viene cuando estés en Sacramento.	a lo mejor - maybe	2.4.1 possibility	cuando estés - The subjunctive is required when a dependent clause follows cuando and uncertain or non-specific futurity is implied.
Alfredo - Puede ser.			

LPM Functional Indices

Page ____ of ____

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
*1.1 identify objects, persons, processes	*2.1.1 agreement	*3.1.1 pleasure/liking	4.1 suggestions	*5.1 greet	6.1.1 interrupt
*1.2 state factual information	2.1.2 disagreement	3.1.2 displeasure/dislike	*4.4 advice	5.5.1 introduce (oneself)	*6.2 sequence communication
	*2.4.1 possibility	3.2.1 satisfaction	4.5 warnings	*5.10 gratitude	*6.3 refocus or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.7 corrections		*6.9 request questions or comments
	2.5.1 capability	3.3.1 fear	------------------------		------------------------
	2.5.2 incapability	*3.3.2 worry	*4.3 invitations		*6.4 control speed
	*2.6 need	3.6 preference			*6.5 control volume
	2.7.1 certainty	3.7 intention			*6.7 inquire about intelligibility
	*2.7.2 uncertainty	3.9.1 approval			
	*2.8 obligation	3.9.2 disapproval			
	2.11 awareness	3.10.1 importance			
	2.12.1 difficulty	3.10.2 unimportance			
	*2.12.2 ease	3.11 anticipation			
	2.13 belief/opinion				

*Functions which appear in this task scenario.
Those functions listed below the dotted line appear in this task scenario but are not included in the Enabling Objective for "CONVERSES".

TSO Map

TSO MAAG / C.1.02 / SP

RECOMMENDED TRAINING SEQUENCE

NA 1 2 [✓ 3] 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear
☐ hierarchical
☐ solitary

PRIMARY DECISION FACTOR

☐ job criticality
☒ dependent relationship
☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO C.1 / 1-5

Functions Catalog: Iberian Spanish

Rolebooks: "QUESTOR", "ADVOCATE", "ADVISOR"

Special Vocabulary: V2.1-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, Job Descriptions, interview data: JUSMG-MAAG, Madrid; AFR400-3, AFM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "CONVERSES"

GREETING/INTRODUCTION
5.1/5.3.1-7/5.5.1/5.5.2/5.8/
5.10/5.11/5.12/6.1.6

STATING THE PURPOSE
Obtain/transfer factual information
1.1/1.2/1.3/2.2.1/4.2/6.8
Evaluate options
2.0 Intellectual Attitudes
(All functions)
Assess human reactions
3.0 Emotional Attitudes
(All functions)
Initiate actions
4.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6

ACTUALIZING THE PURPOSE
Develop strategy
Initiate communication
1.0 Factual Information
(All functions)
2.0 Intellectual Attitudes
(All functions)
3.0 Emotional Attitudes
(All functions)
4.0 Getting things done
(Suason)
(All functions)
Control conversation flow
6.3/6.8.1/6.8.2/6.8.3

CONFIRMING THE RESULTS
Report facts
1.1/1.2/2.1.1/2.1.2/4.7
Report thinking of other party
2.0 Intellectual Attitudes
(All functions)
4.7
Report feelings of the other party
3.0 Emotional Attitudes
(All functions)
2.1.1/2.1.2/4.7
Report actions to be taken
1.1/1.1/2.1.1/2.1.2/4.7

CLOSING
Inquire about further concerns
1.3/2.6/2.3.1/2.3.2/3.3.1/3.3.2/
3.8/3.10
Close
5.2/5.4/5.10

*"CONVERSES" is used here for job-purposeful conversing only.

TERMINAL SKILL OBJECTIVE

No. MAAG / S.3.01 / SP

DOCUMENTATION: AFM 50-29, AFR 400-3, PEACE (SIGMA) 1976, AFM 11-1 (III) report. Defense Treaty: Use of Military Facilities in Spain, Job Descriptions for MAAG personnel, JUSMG-MAAG, Madrid, Interview data: MAAG officers & support personnel, Madrid

COMMUNICATIVE TASK

COMPONENTS

Role	ADVISOR, ADVOCATE
Com Act	"BRIEFS"
Audience	small/large group
Topics	logistics, aircraft, management
Purpose	transmit information, instruct, report

STATEMENT

The student in the primary role of "ADVISOR", "ADVOCATE", "BRIEFS" others in the Spanish language in a face-to-face situation on a small- or large-group basis, on one of the following topics: logistics: supply, maintenance, data processing; aircraft: operations, performance; management: planning, training for the purposes of supplying information to decision makers, instructing, and reporting.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
2 hours	15 mins.
Materials/Equipment	Materials/Equipment
dictionary, glossaries of military & technical terms, reference grammar	blackboard, chalk, charts as needed, 3-10 persons acting as audience

REGISTER

Speech	Print
☒ techno-jargon	☐ technical
☒ formal	☐ literary
☐ colloquial	☐ informal

MacroSTANDARDS

DESCRIPTION The student will conduct a 15-minute, easily understood briefing in Spanish, using key vocabulary and language functions as defined in T.03 and T.04. Selected concepts from the topic area must be transmitted. Five questions on the topic asked by the instructor or audience members must be answered appropriately in the Spanish language, using grammar suited to the function and proper vocabulary items.

LPM INDICES

Functions	Vocabulary
☒ 1.0 Fact Info	☐ military
☒ 2.0 Intell Att	☐ technical
☒ 3.0 Emo Att	☐ other ___
☐ 4.0 Suasion	
☒ 5.0 Man Comm	
☐ 6.0 Soc Rit	See T.04

TSO No. MAAG / S.3.01 / SP

☒ TSO

☐ EO

NA 1 2 3 4 5 6 7 8 9 10

○—○—●—○—○—○—○—○—○—○—○

Page 1 of 5

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Col. Adams: Buenas tardes, señores. General Verdejo, esta conferencia durará aproximadamente quince minutos. Primero les voy a hablar del tema y al final quedará tiempo para sus preguntas y comentarios.	conferencia - conference briefing del tema - about the topic preguntas y comentarios- questions and comments	5.1 greet 6.2 sequence communication 4.4 advice	Colonel Adams gives a briefing to Spanish military officials of higher rank on a topic on which he is expert. Adams addresses the presiding officer to declare the intentions of the briefing.
En la primavera de 1977, el equipo conjunto del Ejército del Aire Español y de la Fuerza Aérea de los Estados Unidos de América recomendó en su informe que se reestructurara el sistema de abastecimiento y logística. Dijo que la reorganización precisaría la conversión a un sistema mecanizado para la transmisión de información.	el equipo conjunto - the joint team sistema de abastecimeinto y logística - supply and logistics system	2.6 need	se reestructurara - The past subjunctive follows past tense verbs of request, command, suggestion, and recommendation.
El Ejército del Aire Español ha decidido aceptar esas recomendaciones.	ha decidido - has decided	2.1.1 agreement	
Así pues, se ha creado el Mando de Material para efectuar la coordinación de todas las actividades relacionadas con el abastecimiento y la	así pues - accordingly	1.2 state factual information	

TSO No. MAAG / S.3.01 / SP

☐ TSO

☐ EO

NA	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

T.02

Page 2 of 5

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
logística. El Mando de Material tiene la responsabilidad del apoyo logístico total que incluye planes y programas, gestión financiera, proceso de datos, servicios de distribución y gestiones de mantenimiento y material.	apoyo - support gestión - management	2.8 obligation	
Si se fijan en la pared derecha, verán un organigrama del Mando de Material. Pueden ver que la autorización viene del despacho central de administración y se distribuye a todos los depósitos.	fijarse - notice, pay attention to derecha - to your right organigrama - organizational chart se distribuya a - flows to	6.3 refocus or adjust communication	
Se preguntarán, ¿Cómo conseguiremos abastecimientos bajo este sistema? El departamento que necesite un artículo efectuará su pedido a través del centro de abastecimiento de la base. Ese centro comunicará el podido al Mando de Material, al despacho central de proceso de datos, a través de los terminales	bajo - under pedido - order, request a través del - by means of, through	2.4.1 possibility 1.2 state factual information	se preguntarán - The future tense is used here to express "You may ask yourselves. ."

TSO No. MAAG / S.3.01 / SP

☐ TSO

☐ EO

NA ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
remotos de la base - los "Central Remote Terminals" - que suelen ser llamados por las iniciales, C. R. T.		1.1 identify	suelen ser llamadas - They are usually called. In Spanish the verb soler is often used as the adverb usually is used in English. EX: Suelo comer en casa - I usually eat at home.
El ordenador central responderá si el pedido está disponible o no en la base del pedido. En caso de que tal material exista en la base, el gerente del inventario lo puede obtener del almacén propio. Si no está disponible en la base misma automáticamente el ordenador central o bien efectuará el registro del pedido en el correspondiente archivo en línea de entregas aplazadas o, si hay material disponsible en alguna de las restantes bases, enviará un mensaje a esa otra para que el gerente del existencias pueda hacer trasladar el artículo a la base del pedido. El sistema nuevo se ha instalado como experimento en la Base Aérea de Torrejón	disponible - available	1.2 state factual information	

TSO No. MAAG / S.3.01 / SP

☐ TSO

☐ EO

NA	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

T.02

Page 4 of 5

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
durante los seis meses pasados. Después de un programa breve de entrenamiento, parece que		2.12.2 ease	
el personal de abastecimiento ya se adaptó bien al sistema. Con ésto concluyo mi presentación formal, señores. Ahora, contestaré sus preguntas con mucho gusto.		6.2 sequence communication 6.9 request questions comments	señores - gentlemen. A polite form, it is especially used in situations where respect must be shown.
Gen. Verdejo: Coronel Adams, con todos estos números y esa mecanización no estoy seguro de que el soldado pueda adaptarse. ¿Qué pasará si un camionero levanta una caja que lleva escrito solamente una variedad de números y se entera y demasiado tarde que la caja contenía ácido en vasijas de vidrio?		2.7.2 uncertainty 3.3.2 worry	
Col. Adams: Una pregunta muy acertada, señor. En el momento en que el soldado sin entrenamiento especial toma parte en el sistema de abastecimiento - por ejemplo en el transporte de material - se encontrará con códigos de carga que combinan	acertada - skillful, well-aimed códigos de carga - cargo codes	3.1.1 pleasure/liking 1.2 state factual information	The colonel compliments the quality of the question to show respect for the knowledge of his audience. señor - sir. Shows respect due to rank. (Sí. señor - Yes, sir.)

T.02

TSO No. MAAG / S.3.01 / SP

☐ TSO

☐ EO

NA ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○

Page 5 of 5

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
palabras y números que indican cuando el material es peligroso - si es venenoso, inflamable, explosivo, corrosivo, etcétera - y que precauciones se deben tomar - por ejemplo FRAGIL . . CUIDADO...NO LO ACERQUE AL FUEGO:	peligroso - dangerous venenoso - poisonous inflamable - flammable CUIDADO - HANDLE WITH CARE NO LO ACERQUE AL - KEEP AWAY FROM		
Gen. Verdejo: Gracias, Coronel Adams.		3.10 gratitude	
Su respuesta me ha tranquilizado.	respuesta - answer tranquilizado - calmed	3.3.2 worry	
Col. Adams: Bueno, señores, ¿hay más preguntas o comentarios?		6.9 request questions and comments	
Parece que no. Si se les ocurre algo después, me pueden llamar por teléfono	Si se les ocurre algo después - If you think of something later	4.3 invitations	
a la Misión Militar Americana, en el Ministerio del Aire. Gracias por su atención, señores.		5.10 gratitude	

LPM Functional Indices

Page ____ of ____

1.0	Factual Information
*1.1	identify objects, persons, processes
*1.2	state factual information

2.0	Intellectual Attitudes
*2.1.1	agreement
2.1.2	disagreement
2.4.1	possibility
2.4.2	impossibility
2.5.1	incapability
*2.6	need
2.7.1	certainty
*2.7.2	uncertainty
*2.8	obligation
2.11	awareness
2.12.1	difficulty
*2.12.2	ease
2.13	belief/opinion

3.0	Emotional Attitudes
*3.1.1	pleasure/liking
3.1.2	displeasure/ dislike
3.2.1	satisfaction
3.2.2	dissatisfaction
3.3.1	fear
*3.3.2	worry
3.6	preference
3.7	intention
3.9.1	approval
3.10.1	importance
3.10.2	unimportance/ indifference
3.11	anticipation

4.0	Suasion
4.1	suggestions
4.2	requests
*4.4	advice
4.5	warnings
4.7	corrections

- - - - - - - - - - - - - - - - - - - -

*4.3	invitations

5.0	Elementary Social Rituals
*5.1	greet
5.5.1	introduce
*5.10	gratitude

6.0	Managing Communication
6.1.1	interrupt
*6.2	sequence communication
*6.3	refocus/adjust communication
6.4	control speed
6.5	control volume
6.7	inquire about intelligently
*6.9	request questions and/or comments

* These functions appear in this task scenario.

-- Functions listed under the dotted line appear in this task scenario but not in the "BRIEFS" enabling objectives.

TSO Map

TSO MAAG / 5.3.01 / SP

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 [✓ 2] 3 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear
☐ hierarchical
☐ solitary

PRIMARY DECISION FACTOR

☐ job criticality
☒ dependent relationship
☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO S.3 / 1-6

Functions Catalog: IBERIAN SPANISH

Rolebooks: "ADVISOR", "ADVOCATE"

Special Vocabulary: V2.1-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, Job descriptions, interview data: JUSMG-MAAG, Madrid; AFR 400-3, AFM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "BRIEFS"

STATING THE PROBLEM
(NEED OR REASON)
Gain attention
3.7/5.1/5.5.1/6.1.1/6.2/6.3
Clarify/State the problem
1.1/1.2/2.1.1/2.1.2/2.6/2.7.1/
2.7.2/2.11/3.10.1

INTRODUCING KEY TERMS
Define required terms
1.1/1.2/2.6
Provide special definitions
1.1/1.2

REPORTING FINDINGS AND/OR
BACKGROUND INFORMATION
Order events chronologically
1.1/1.2/6.2
Order events according to significance
1.1/1.2/2.6/2.8/2.13/3.2.1/
3.10.1/3.10.2/6.2

LISTING ALTERNATIVE SOLUTIONS
Report optimal alternative
1.1/1.2/2.5.1/2.6/3.2.1/3.6/
3.9.1
Report other alternatives
1.1/1.2/2.5.1/2.5.2/3.2.1/3.2.2/
3.9.1/3.9.2

RECOMMENDING REQUIRED ACTIONS
4.1/4.4/4.5/4.7/2.4.1/2.4.2/
2.5.1/2.5.2/2.12.1/2.12.2/2.13/
3.2.1/3.2.2/3.11

PROVIDING COMMUNICATIVE
GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/
2.5.2/2.7.1/2.7.2/2.12.1/2.12.2/
2.13/3.5/3.9.1/3.10.1/3.10.2
Monitor presentation
6.4/6.5/6.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.2/3.10.1/
3.10.2
Provide supportive correction; recommend; caution
2.10.1/2.10.2/3.2.1/4.7/4.1/4.2/
4.4/4.5
Close
5.10

TERMINAL SKILL OBJECTIVE

No. MAAG / C.2.01 / SP

DOCUMENTATION: AFR 400-3, AFM 50-29, PEACE (SIGMA) report
Interview data: MAAG officers & support personnel, Madrid
Defense Treaty: Use of Military Facilities in Spain, 1976
Job descriptions for MAAG personnel, JUSMG-MAAG, Madrid

COMMUNICATIVE TASK

COMPONENTS	
Role	"ADVISOR", "ADVOCATE", or "QUESTOR"
Com Act	"TELEPHONES"
Audience	single Spanish speakers
Topics	logistics, aircraft, management
Purpose	exchange information

STATEMENT

The student, in the role of "ADVISOR", "ADVOCATE", or "QUESTOR", talks on the "TELEPHONE" with simulated Spanish military personnel in Spanish on a one-to-one basis on the following topics: logistics: supply, maintenance, data processing; aircraft: operations, performance; management: planning, training, for the purpose of exchanging information.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
20 min.	
Materials/Equipment	Materials/Equipment
Spanish and English-language technical glossaries, manuals as appropriate, reference, grammar	Spanish technical manuals as appropriate

REGISTER

Speech	Print
x techno-jargon	___ technical
___ formal	___ literary
x colloquial	___ informal

MacroSTANDARDS

DESCRIPTION The student will carry on a 15-minute simulated phone conversation with a Spanish counterpart and secretary in which (s)he obtains and notes answers to three questions on a selected technical topic using appropriate vocabulary (T.04) and grammar (T.03).

LPM INDICES

Functions

___ 1.0 Fact Info
___ 2.0 Intell Att
___ 3.0 Emo Att
___ 4.0 Suasion
___ 5.0 Man Comm
___ 6.0 Soc Rit

Vocabulary

___ military
___ technical
___ other ___

See T.04

TSO No. MAAG / C.2.01 / SP

▱ TSO

▱ EO

NA ○ 1 ○ 2 ○ 3 ○ 4 ● 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○

T.02

Page 1 of 4

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
S=secretary/USC=U.S.Colonel/ S.C=Spanish Colonel			The conversants are not well acquainted and therefore use the formal form of address-"usted"-throughout.
S: Dígame.	dígame-tell me/hello	5.16.1 answer	
U.S.C: Buenas tardes, señorita. ¿Me puede poner con el Coronel Rodríguez Cisneros?	me puede poner con -can you connect me with	5.16.2 respond to answer 5.16.3 request to speak to someone	Coronel Rodríguez Cisneros-When requesting to speak to someone, his or her title and full name, including both surnames, should be used.
S: Se ha confundido, lo siento.	se ha confundido-you have become confused, you have the wrong number	5.16.5 wrong number	
U.S.C: Perdone.			
S: Dígame.		5.16.1 answer	
U.S.C: Buenas tardes, señorita. ¿Sería tan amable de comunicarme con el Coronel Rodríguez Cisneros?		5.16.2 respond to answer 5.16.3 request to speak to someone	
S: ¿De parte de quién?	¿De parte de quién?-Who's calling, please?	5.16.4 respond to such request	
U.S.C: De parte del Coronel Johnson.			
S: Un momento, por favor.		5.16.7 hold	
En este momento no puede atenderle. ¿Quiere esperar, desea que le diga algo, o prefiere llamar más tarde?		5.16.8 messages	
U.S.C: Bien, espero, gracias.			
S.C: Dígame.		5.16.1 answer	

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
U.S.C: Buenas tardes, Coronel Rodríquez. Habla el Coronel Johnston.	Habla (el) _____-This is _____ speaking ("el" used before a title such as "coronel," "Señor," etc.)	5.16.2 response to answer	
S.C.: ¿En qué puedo ayudarle?		2.2.1 an offer	
U.S.C: Quisiera confirmar lo referente a los pilotos que viajarán a la Base Aérea de MacLaughlin el mes que viene. Recibí su carta del 16 del presente con los nombres de los cinco pilotos escogidos para el entrenamiento.		1.2 state factual information	
¿Ya tienen todos sus pasaportes?	escogidos-chosen	1.3 seek factual information	
S.C: Sí, Coronel. Sólo falta que reciban las vacunas requeridas, que serán puestas . . . déjeme ver el calendario . .	requeridas-required serán puestas-will be given (shots)	1.2 state factual information	
eso es . . . el miércoles que viene o sea el día 23.	o sea-or in other words	3.11 anticipation	
Todos están muy entusiasmados por el viaje. Le agradezco la llamada.	le agradezco-I'm grateful to you for	5.10 gratitude	

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
De paso desearía pedirle un favor.		4.2 requests	desearía- the use of the conditional is a more polite way to make a request
U.S.C: Estoy para ayudarle en todo lo que pueda.	estoy para-I am ready	2.2.1 an offer	en todo lo que pueda- the subjunctive of "poder" is used since the speaker is not absolutely certain about his ability to be helpful.
S.C.: ¿Podría venir usted a hablar con los pilotos que van a participar en el programa de entrenamiento? Tienen muchas preguntas sobre la base, el país, y el viaje - y como usted lo conoce todo muy bien . . .		4.2 requests 1.2 state factual information	podría-the conditional form of "poder" is used to soften the request to a more polite tone. como usted lo conoce todo muy bien- It is a common form of flattery to note another's expertise or knowledge when making a request.
U.S.C: Pues, sí, sin problema ninguno. ¿Qué fecha sería conveniente que yo pasara por allí?		2.5.1 capability 3.6 preference	en la tercera planta-Building floors are enumerated so that the first or ground floor is PB (planta baja). The next floor up (2nd floor, USA) is the "1ª planta," etc. Therefore, the "tercera planta" (3ª planta) is equivalent to the 4th floor in the U.S.
S.C: A su elección.		3.10.2 unimportance/ indifference	
U.S.C: Entonces, ¿qué le parece si los visito el jueves que viene por la mañana - como a las diez y media?		3.6 preference	
S.C: Excelente. Me encontrará en mi despacho en la tercera planta. Muchísimas gracias.	me encontrará-you will find me	2.1.1 agreement 1.2 state factual information 5.10 gratitude	
U.S.C: Bueno, no quiero molestarle más.		5.16.9 end conversation	

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NA	1	2	3	4	5	6	7	8	9	10
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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
S.C: Ha sido un placer hablar con usted.	un placer-a pleasure		
U.S.C: Muy amable. Entonces, nos vemos el jueves.			
S.C. De acuerdo. Adiós.	de acuerdo-agreed	5.16.10 take leave	
U.S.C: Adiós.			

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NA ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
O=operadora/ U.S.C.=U.S. Colonel			prefijo-If you intend to give the area code of a number, tell the operator so that she will not be confused (several major Spanish cities also have area codes now and can be called without operator assistance.)
O: ¿Qué ciudad desea?	población-city or town	5.16.6 long distance	
U.S.C: Señorita, deseo una conferencia internacional a los Estados Unidos, a cobro revertido.	a cobro revertido- collect		3-0-5-When speaking to an operator, phone numbers are often called as single digits to avoid miscommunication.
O: ¿A qué ciudad?			¿A nombre de quién?-Whom are you calling?
U.S.C: Miami, Florida.			
O: ¿Qué número?			
U.S.C: Le digo primero el prefijo - 3-0-5-4-9-6-3-4-8-2.	prefijo-prefix		
O: ¿A nombre de quién?			
U.S.C: El Capitán Ralph Houston.			
O: ¿De parte de quién?			¿De parte de quién? - Who is calling?
U.S.C: El Coronel John Whitlow.			
O: Tendrá que esperar quince minutos.			Tendrá que esperar - long distance calls are often delayed.
¿Le interesa la conferencia?		3.6 preference	¿Le interesa la conferencia? - Are you still interested in the call despite the delay?
U.S.C: Sí, gracias.			
O: Dentro de quince minutos le volveremos a llamar.		3.7 intention	
¿Cuál es su teléfono?		1.3 seek factual information	
U.S.C: 64-27-39.		1.2 state factual information	64-27-39 - It is common practice to break a phone number into two-digits when reciting it.
O: Gracias, señor.		5.16.10 take leave	

T.03

LPM Functional Indices

Page 1 of 1

1.0 Factual Information
1.1 identify objects, persons, processes
*1.2 state factual information
*1.3 seek factual information

2.0 Intellectual Attitudes
*2.1.1 agreement
2.1.2 disagreement
*2.2.1 an offer
2.2.2 declining an offer
2.2.3 accepting an offer
2.3.1 remembering
2.3.2 forgetting
2.4.1 possibility
2.4.2 impossibility
*2.5.1 capability
2.5.2 incapability
2.6 need
2.7.1 certainty
2.7.2 uncertainty
2.8 obligation
2.9.1 request for permission
2.9.2 granting of permission
2.9.3 denial of permission
2.10.1 denial
2.10.2 affirmation/confirmation
2.11 awareness
2.12.1 difficulty
2.12.2 ease
2.13 belief/opinion

3.0 Emotional Attitudes
3.1.1 pleasure/liking
3.1.2 displeasure/dislike
3.2.1 satisfaction
3.2.2 dissatisfaction
3.3.1 fear
3.3.2 worry
3.4 hope
3.5 surprise
*3.6 preference
*3.7 intention
3.8 want
3.9.1 approval
3.9.2 disapproval
3.10.1 importance
*3.10.2 unimportance/indifference
*3.11 anticipation

4.0 Suasion
4.1 suggestions
*4.2 requests
4.3 invitations
4.4 advice
4.5 warnings
4.6 directions/instructions/commands
4.7 corrections

5.0 Elementary Social Rituals
5.1 greet
5.5.1 introduce
5.5.2 respond to introduction
*5.16.1 answer
*5.16.2 respond to answer
*5.16.3 request to speak to someone
*5.16.4 respond to such request
5.15.5 wrong number
*5.16.6 long distance
*5.16.7 hold
*5.16.8 messages
*5.16.9 end conversation
*5.16.10 take leave

6.0 Managing Communication
6.3 refocus and/or adjust communication
6.5 control volume
6.7 comment or inquire about intelligibility
6.8.1 change topic

*These functions appear in these task scenarios.

TSO Map

TSO MAAG /C.2.01 / SP

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 [✓ 4] 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear
☐ hierarchical
☐ solitary

PRIMARY DECISION FACTOR

☐ job criticality
☒ dependent relationship
☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO C.2 / 1-5

Functions Catalog: IBERIAN SPANISH

Rolebooks: "ADVISOR", "ADVOCATE", "QUESTOR"

Special Vocabulary: V2.1-5, V3.1-3, V4.1.4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, 1976, Job description, interview data: JUSMG-MAAG, Madrid; AFR 400-3, AFM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TELEPHONES"

GREETING/INTRODUCTION
5.16.1-8/5.1.1/5.1.2/5.5.1/
5.5.2

STATING THE PURPOSE
Obtain/Transfer Factual Information
1.1/1.2/1.3/2.2.1/4.2/6.8
Evaluate Options
2.0 Intellectual Attitudes
(All functions)
Assess Human Reactions
3.0 Emotional Attitudes
(All functions)
Initiate Actions
2.4.1/2.4.2/2.5.1/2.5.2/2.6/4.2

ACTUALIZING THE PURPOSE
Develop Strategy
Initiate Communication
1.0 Factual Information
(All functions)
2.0 Intellectual Attitudes
(All functions)
3.0 Emotional Attitudes
(All functions)
4.0 Getting things done
(Suasion)
(All functions)
Communications Management
6.3/6.5/6.7/6.8.1

CONFIRMING THE RESULTS
Report facts
1.1/1.2/2.1.2/2.1.2/4.7
Report Thinking of the Other Party
2.0 Intellectual Attitudes
(All functions)
4.7
Report Feelings of the Other Party
3.0 Emotional Attitudes
(All functions)
2.1.1/2.1.2/4.7
Report Actions to be Taken
1.1/1.2/2.1.1/2.1.2/4.7

CLOSING
Inquire about Further Concerns
1.3/2.6/2.3.1/2.3.2/3.3.1/
3.3.2/3.8/3.10
Close
5.10/5.16.9/5.16.10

TERMINAL SKILL OBJECTIVE

No. MAAG / C.6.01 / SP

DOCUMENTATION: AFM 50-29, AFR 400-3, PEACE (SIGMA) 1976, AFM 11-1 (III) report. Defense Treaty: Use of Military Facilities in Spain, Job Descriptions for MAAG personnel, JUSMG-MAAG, Madrid. Interview data: MAAG officers & support personnel, Madrid

COMMUNICATIVE TASK

COMPONENTS	
Role	"AIDE"
Com Act	"FACILITATES"
Audience	individuals/small group
Topics	logistics, aircraft, management
Purpose	transmit cognitive, affective information

STATEMENT

The student in the role of "AIDE", "FACILITATES" face-to-face communication among one/few Spanish military personnel (simulated) and U.S. (native English-speaking) military personnel in the Spanish language on the following topics: logistics: supply, maintenance, data processing; aircraft: operations, performance; planning: training management, for the purpose of transmitting cognitive and affective information.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
1 hour	10 min.
Materials/Equipment	Materials/Equipment
dictionary, glossary of technical terms, materials particular to event (e.g. tour schedules)	schedules, etc., pocket dictionary

REGISTER

Speech
- ☒ techno-jargon
- ☐ formal
- ☒ colloquial

Print
- ☐ technical
- ☐ literary
- ☐ informal

MacroSTANDARDS

DESCRIPTION The student will facilitate conversation on a selected topic between a N.S. Spanish (simulated) and an N.S. English (simulated) neither of whom is fluent in the other's language for 15 minutes without allowing the conversational flow to stop for more than 15 seconds.

LPM INDICES

Functions
- ☒ 1.0 Fact Info
- ☒ 2.0 Intell Att
- ☒ 3.0 Emo Att
- ☐ 4.0 Suasion
- ☒ 5.0 Man Comm
- ☒ 6.0 Soc Rit

Vocabulary
- ☒ military
- ☒ technical
- ☐ other ___

See T.04

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V-34

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
F=facilitator/SG=Spanish General/USG=U.S. General			A U. S. General new to Spain is given a tour of a SAF base, hosted by a SAF General. A U.S. Colonel serves as a facilitator by explaining and paraphrasing communication as necessary.
F: Buenas tardes, General Guzmán. ¿Cómo está usted?		5.1 greet	
S.G: Muy bien, gracias, ¿y usted?			
F: Muy bien. Soy el Coronel Jeff Forrester quien les acompañará en el tour de la base.	les acompañará - I will accompany you	5.5.1 introduce 3.7 intention	
S.G.: Mucho gusto.		5.5.2 responds to introduction	
F: Igualmente. Tengo el gusto de presentarle al General George Davidson. Acaba de llegar a España y, como usted ya sabe, quiere conocerle a usted y saber de la base.	acaba de - he just como usted ya sabe - as you already know	5.5.1 introduce 1.2 state factual information	presentarle, conocerle - Even though the direct object pronoun lo is indicated grammatically, it is common in Spain to substitute the indirect object pronoun le as a more polite form.
S.G.: Pleased to meet you. I hope your stay here will be very pleasant.		5.5.2 respond to introduction	It is a common courtesy to attempt to use as much of a visitor's native language as possible without seriously impeding communication. Efforts on the part of foreigners to speak in Spanish are appreciated.
U.S.G.: Thank you sir. The pleasure is mine. I see you speak English quite well.		5.3 open conversation/ engage in small talk	
S.G.: Oh, thank you. But my English is not very good.			
U.S.G: Yo hablo español - un poquito.		2.5.1 capability	

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
S.G: ¡Qué bien! Así, entre todos nos entenderemos, ¿verdad?		3.1.1 pleasure/liking	
F: Eso es.		2.10.2 affirmation/ confirmation	
S.G: Bueno, General Forrester, ¿qué parte de la base le interesaría más?		3.6 preference	
U.S.G: Todo, todo. Estoy aquí para . . para. . how do you say get to know ?		6.10 translation/ explanation/ clarification	
F: conocer			
U.S.G: Estoy aquí para conocer todo.		3.7 intention	
S.G: Muy bien. Es un placer para mi servirle de guía. Aquí tiene un mapa de la base.		3.1.1 pleasure/liking 2.2.1 an offer	
U.S.G: Gracias.		5.10 gratitude	
S.G: Estamos aquí - en la équis. La base consta de veinte kilómetros cuadrados.	équis - X (the letter) consta de - consists of, is made up of	1.1 identify 1.2 state factual information	
F: That's about twelve and a half square miles, sir.	cuadrados - square		The facilitator provides unsolicited information to ensure understanding of concepts as well of words.
U.S.G: Muy grande, ¿verdad?		3.5 surprise	
S.G.: Sí, lo es. Quédese con el mapa y se orien-	quédese con - keep	2.1.1 agreement 2.2.1 an offer	

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
tará mientras damos una vuelta a la base.	mientras - while		
U.S.G: I'm sorry. I didn't understand that.	damos una vuelta - we take a walk or drive around	6.7 comment on intelligibility	
F: He said to keep the map and that you'll become better oriented as we tour the base.		6.10 request or offer	
U.S.G: Muchas gracias.		5.10 gratitude	
S.G.: Let's go. Pregunte usted lo que quiera.		4.1 suggestion	lo que quiera - whatever you want. The subjunctive of querer is used since what is desired is not specified.
F: He says to ask whatever you want.		4.3 invitations 6.10 translation/explanation/clarification	
U.S.G: Muy amable.		5.10 gratitude	
S.G.: Esto es el centro de Requerimientos y Distribución. Hace un año se instaló un sistema automático que utiliza un ordenador central para el Ejército del Aire Español. En esta base nos servimos de un terminal remoto que está enlazado con el ordenador central por una red de comunicaciones de microondas.	Requerimientos Y Distribución requirements and distribution ordenador - computer nos servimos de - we benefit from, take advantage of enlazado con - linked to red - net microondas - microwaves	1.1 identify 1.2 state factual information	
U.S.G: Perdón - un momento. Tengo dificultad en seguirle. Could you summarize for me what	a seguirle - following you	6.1.1 interrupt 6.7 comment on unintelligibility 6.10 request or offer translation/explanation/clarification	

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
he said toward the end there?			
F: Yes sir. This base has a remote computer terminal which is linked to the SAF central computer by a microwave communications net.		1.2 state factual information 6.7 comment on intelligibility	
U.S.G: I see. Ask him where the central computer is located.		6.10 translation/ explanation/ clarification	
F: Le quiere preguntar donde está el ordenador central.		1.3 seek factual information	The facilitator does not translate literally or simultaneously, but paraphrases communication.
S.G: Está situado en Cuatro Vientos, otra base. Mantiene las cuentas de los registros de stock de todos los depósitos y bases. Además, incluye las funciones de catalogación, contabilidad financiera, inventario, y determinación de necesidades y control de stock y distribución.		1.2 state factual information	
U.S.G: How do you say must be?		6.10 translation/ explanation/ clarification	
F: debe ser			
U.S.G: Debe ser un sistema muy eficiente.		3.9.1 approval	

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
S.G: Lo es. Ya casi no hay pérdida de material y conseguimos los artículos pedidos con mucha más rapidez.	pérdida - loss, waste pedidos - orders	3.2.1 satisfaction	
S.G: Entremos al hangar y verán los Beechcraft C-12 que se acaban de comprar.		4.1 suggestions	
U.S.G: ¿Cuantós aviones tienen?		1.3 seek factual information	
S.G. ¿En esta base?		6.10 translation/ explanation/ clarification	
U.S.G: Sí, en esta base - Tell him I mean how many C-12s.			
F: Quiere saber cuántos C-12 hay en esta base.		1.3 seek factual information	
S.G: Aquí tenemos nueve de estos aviones de carga. Además tenemos seis aviones de combate modelo F-16.		1.2 state factual information	
U.S.G: El F-16 es un avión magnífico.		3.9.1 approval	
S.G: Efectivamente. Es de alta calidad y pesa		2.1.1 agreement	
la mitad que otras cazas. Además el costo del avión es muy bajo.	cazas - fighters	1.2 state factual information	
U.S.G. Ask him about the speed of the plane.		4.6 directions/ instructions/ commands	

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
F: ¿Qué velocidad alcanza?	alcanza - reach	1.3 seek factual information	
S.G: Del orden del Mach 2. Es de nuestra responsabilidad en esta base el entrenar a los mecánicos de aviones.		1.2 state factual information 2.8 obligation	
Ya terminados sus estudios, salen a trabajar en todas las bases de España. This base is much like a training school. We have many new - ¿Cómo se dice reclutas?	salen - leave, go out	1.2 state factual information 6.10 translation/explanation/clarification	
F: recruits			
S.G: We have many recruits here - very young.		1.2 state factual information	
U.S.G: Tell him my oldest son is now a recruit in the U.S. Air Force at a base very much like this one.		5.3 engage in small talk	Talking about one's own family implies that friendship and trust are building. Inquiry about someone else's family if it has not been a topic of conversation before presures too much and is perceived as nosiness.
S.G: Le entendí todo menos el final.		6.7 comment on intelligibility	
F: Dijo que la base en que está de recluta su hijo es muy parecida a ésta.		6.10 offer translation/explanation/clarification	
S.G: Qué bien. De tal palo, tal astilla. Debe de estar muy orgulloso. You are very proud,	De tal palo, tal astilla - A chip off the old block orgulloso - proud	3.1.1 pleasure/liking	

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V-40

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
no?			
U.S.G: Yes, very.		2.10.2 affirmation/ confirmation	
S.G: Yo también tengo un hijo pero tiene solamente quince años. Sin embargo ya piensa matricularse en el Instituto Nacional Técnico Aeronaútico. ¿Qué le parece - sería más cómodo tutearnos.	matricularse - enroll in a school	1.2 state factual information 3.7 intention 2.9.1 request for permission	¿sería más cómodo tutearnos? - Would it be easier to address each other by tú? After talking at a personal level, one party may suggest switching to the informal mode. The switch should not be made without first requesting to do so. It is more appropriate for a superior or the host to request the change.
U.S.G: I'm sorry - what did he say?		6.10 translation/ explanation/ clarification	
F: He would like to use the informal tú form of address with you - it's a sign of trust and friendship.			
U.S.G: Sí, como no.		2.9.2 granting of permission	It would be very rude to refuse to change to the familiar form of address.
S.G: Muy bien. ¿Tienes otros hijos?		1.3 seek factual information	
U.S.G: Sí, tengo dos hijas. How do you say I'm also a grandfather.		6.10 translation/ explanation/ clarification	
F: También soy abuelo.			
S.G: No me digas - que eres abuelo también.	No me digas - you don't say	3.5 surprise	
¿ Cuántos nietos tienes?		1.3 seek factual information	

T.02

TSO No. MAAG / C.6.01 / SP

☐ TSO

☐ EO

NA ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○

Page 8 of 8

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
U.S.G: ¿Nietos?		6.10 translation/ explanation/ clarification	
F: Grandchildren.			
U.S.G: One - uno - Tengo un nieto. Tiene dos años.		1.2 state factual information	
S.G.: Los hijos son una alegría ¿verdad?	alegría - joy	3.1.1 pleasure/liking	
U.S.G: Me gusta mucho.			
S.G: ¿Qué os parece si vamos al Club de Oficiales a tomar unas tapas.		4.3 invitations	
U.S.G: ¿Tapas?		6.12 translation/ explanation/ clarification	
F: They're appetizers, sir. Really delicious. They usually have quite an array - everything from mushrooms to lobster.			
U.S.G: Sounds good. Tengo hambre.		3.8 want	
S.G: Os invito. Allí podremos hablar más a gusto.	a gusto - comfortably, at ease	4.3 invitations	Os invito - I invite you. This sentence implies that the person inviting will serve as host and will pay all expenses. However, if the evening is long, it will be appropriate to offer to buy a round for everyone - but never to split the check.

LPM Functional Indices

1.0 Factual Information

*1.1 identify objects, persons, processes
*1.2 state factual information
*1.3 seek factual information

2.0 Intellectual Attitudes

*2.1.1 agreement
2.1.2 disagreement
*2.2.1 an offer
2.2.2 declining an offer
2.2.3 accepting an offer
2.3.1 remembering
2.3.2 forgetting
2.4.1 possibility
2.4.2 impossibility
*2.5.1 capability
2.5.2 incapability
2.6 need
2.7.1 certainty
2.7.2 uncertainty
*2.8 obligation
*2.9.1 request for permission
*2.9.2 granting of permission
2.9.3 denial of permission
2.10.1 denial
*2.10.2 affirmation/confirmation
2.11 awareness
2.12.1 difficulty
2.12.2 ease
2.13 belief/opinion

3.0 Emotional Attitudes

*3.1.1 pleasure/liking
3.1.2 displeasure/dislike
*3.2.1 satisfaction
3.2.2 dissatisfaction
3.3.1 fear
3.3.2 worry
3.4 hope
*3.5 surprise
*3.6 preference
*3.7 intention
*3.8 want
*3.9.1 approval
3.9.2 disapproval
3.10.1 importance
3.10.2 unimportance/indifference
3.11 anticipation

4.0 Suasion

*4.1 suggestions
4.2 requests
*4.3 invitations
4.4 advice
4.5 warnings
*4.6 directions/instructions/commands
4.7 corrections

5.0 Elementary Social Rituals

*5.1 greet
*5.3 open conversation engage in small talk
*5.5.1 introduce
*5.5.2 respond to introduction
5.10 gratitude

6.0 Managing Communication

*6.1.1 interrupt
*6.7 comment on or inquire about intelligibility
*6.10 offer or request translation/explanation/clarification

*These functions appear in these task scenarios.

TSO Map

TSO MAAG / C.6.01 / SP

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 [✓ 5] 6 7 8 9 10

SEQUENCE TYPE

☒ linear
☐ hierarchical
☐ solitary

PRIMARY DECISION FACTOR

☐ job criticality
☒ dependent relationship
☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO C.6 / 1-3

Functions Catalog: IBERIAN SPANISH

Rolebooks: "AIDE"

Special Vocabulary: V2.1-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, Job descriptions, interview data: JUSMG-MAAG, Madrid, AFR 400-3, AFM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "FACILITATES"

DETERMINING THE PURPOSE
Meet with Responsible Party (RP)
Brief RP on key factors
Recommend a communicative strategy

FACILITATING THE INTERCOMMUNICATION
Follow established protocol
Carry out special requests of the RP
Facilitate social interaction/ Monitor the effectiveness of communication
5.1/5.3/5.5.1/5.5.2/5.10/6.1.1/6.7/6.10
Report/Inquire as required
1.0 Factual Information
(All functions)
2.0 Intellectual Attitudes
(All functions)
3.0 Emotional Attitudes
(All functions)
4.0 Getting things done
(Suasion)
(All functions)

FOLLOWING-UP
Debrief with RP
Carry out immediate actions requested by the RP

TERMINAL SKILL OBJECTIVE

No. MAAG / R.2.01 /

DOCUMENTATION: AFR 400-3 (1978), AFM 50-29, PEACE (SIGMA) Report, Defense Treaty: Use of Military Facilities in Spain, 1976, Sample correspondence supplied by JUSMG-MAAG, Madrid, Job Descriptions for MAAG personnel, JUSMG-MAAG, Madrid, Interview data: MAAG officers and support personnel, Madrid.

COMMUNICATIVE TASK

COMPONENTS

Role	N/A
Com Act	"SCANS"
Audience	N/A
Topics	logistics, aircraft, management
Purpose	respond to communications from Spanish military personnel

STATEMENT

The student "SCANS" letters/memoranda written in the Spanish language for specific pieces of information on one or more of the following topics: logistics: supply, maintenance, data processing; aircraft: operations, performance; management: planning, training for the purpose of responding to the above communications to confirm past actions or state future plans.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
1/2 hour	20 min.
Materials/Equipment	Materials/Equipment
reference grammar, military and technical glossaries, dictionary	reference grammar, military and technical glossaries, dictionary

REGISTER

Speech	Print
techno-jargon	x technical
__ formal	__ literary
__ colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will write an appropriate reply in English to a Spanish communication that he/she has scanned within 20 minutes. Reply must include reference to all information items that communication was scanned to find. Topic of the reply will be determined by the topic of the original communication.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	x military
__ 2.0 Intell Att	x technical
3.0 Emo Att	__ other __
x 4.0 Suasion	
5.0 Man Comm	
x 6.0 Soc Rit	See T.04

TSO No. MAAG / R.2.01 / SP

T.02

Page 1 of 3

☐ TSO

☐ EO

NA	1	2	3	4	5	6	7	8	9	10
○	●	○	○	○	○	○	○	○	○	○

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Col. Henry Adams, USAF Jefe Sección Fuerza Aeréa, MAAG			
Querido Col. Adams:			Spanish letters often consist of a single lengthy sentence rather than a series of short sentences as is usually true of American letters.
En relación con su carta de fecha	en relación con/in relation to	1.1 identify	
18 del actual, referente a la oferta	del actual/of this month		The terms "del actual" & "de los corrientes" appear often in letters, referring to a date in the present month.
del curso de especialista de navega-	especialista de navegación/ navigation specialist	1.2 state factual information	
ción VOR/ILS/AN/ARN 235, y ante la	ante...de encontrar/considering the difficulty of finding	2.12.1 difficulty	
dificultad de encontrar personal con			infinitive used as a progressive
un ECL:70, toda vez que el curso de	toda vez que/in as much as		
idioma inglés está en pleno desarrollo,	en pleno/in the middle of		"desarrollo" occurs often in training letters. Often it refers to a course being developed; here it refers to a course in progress.
la Dirección de Planes y Organización			
comunica que se renuncia a dicho curso, el	se renuncia a/give up		podría ser resuelto/conditional & infinitive
cual, por otra parte, podría ser resuelto	O.J.T.=on-the-job training, adopted from English without alteration		a frequent construction in letters
por el sistema O.J.T.			
Queda suyo affmº			

TSO No. MAAC / R.2.01 / SP

☐ TSO

☐ EO

NA ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○

T.02

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Col. Henry Adams, USAF Jefe Sección Fuerza Aerea, MAAG			
Querido Col. Adams:			
Procedentes del Mando de Material,	Mando de Material/Material Command	1.2 state factual information	
adjunto le remito impresos FORM 120 REV	adjunto/attached	1.1 identify	
que relacionan diversos repuestos es-	repuestos/spare parts		
pecíficos de helicópteros SIKORSKI,	dado de baja en el servicio/ taken out of service		English-language terms and abbreviations are dropped into Spanish texts without translation.
H.191, dado de baja en el servicio hace			
ya algunos años, seleccionados en la	hace ya/ago		
Maestranza Aérea y clasificados por	Maestranza Aérea/Air Armory		
clases federales y valoración.	valoración/appraisal		
	dado que/since		
Dado que el citado helicóptero perte-		1.2 state factual information	
neció a Ayuda Americana, se ruega a ese	se ruega/it is requested	4.2 requests	Many letters contain the formula:It is requested of X & subjunctive dependent clause. It is important to be able to translate the subjunctive.
MAAG informe sobre la devolución de	devolución/return		
tales repuestos que se encuentren deposi-	depositados/stored		
tados en la referida Maestranza Aérea.			

T.02

TSO No. MAAG / R.2.01 / SP

☐ TSO

☐ EO

NA 1 2 3 4 5 6 7 8 9 10

○—○—○—○—○—○—○—○—○—○—○

Page 3 of 3

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Queda de Vd. atto.	Queda de Vd. atto./ roughly "sincerely"		
Anexo: Impreso FORM 120 REV	Anexo/attachment		

The letters presented in the task scenarios were written by Spanish officers. They were given to this project by MAAG officers as examples of the materials they are required to read in Spanish as part of their job duties. The letters were then reviewed by native speakers of Spanish who were not informed that a Spaniard had written the letters. The reviewers suggested corrections to the text of the letters. The corrected versions are presented below.

Col. Henry Adams, NSAF
Jefe Sección
Fuerza Aeréa, MAAG

Querido Col. Adams:

En relación con su carta de fecha 18 del actual, referente a la oferta del curso de especialista de navegación VOR/ILS/AN/ARN 235, y ante la dificultad de encontrar personal con un ECL:70, ya que el curso de idioma inglés está en pleno desarrollo, la Dirección de Planes y Organización comunica que se renuncia a dicho curso, el cual, por otra parte, podría ser resuelto por el sistema O.J.T.

Queda suyo affm°.

Col. Henry Adams, USAF
Jefe Sección
Fuerza Aerea, MAAG

Querido Col. Adams:

Procedentes del Mando de Material, adjunto le remito impresos FORM 120 REV referentes a repuestos específicos de helicópteros SIKORSKI, H. 191, dado de baja en servicio hace ya algunos años, seleccionados en la Maestranza Aérea y clasificados por clases federales y valoración.

Dado que el citado helicóptero perteneció a Ayuda Americana, se ruega a ese MAAG informe sobre la devolución de tales de los repuestos que se encuentren depositados en la referida Maestranza Aérea.

Queda de Ud. atto.

Anexo: Impreso FORM 120 REV

TSO Map

TSO MAAG / R.2.01 / SP

RECOMMENDED TRAINING SEQUENCE

NA [✓ 1] 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear
☐ hierarchical
☐ solitary

PRIMARY DECISION FACTOR

☐ job criticality
☒ dependent relationship
☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO R.2 / 1-3

Functions Catalog: IBERIAN SPANISH

Rolebooks: N/A

Special Vocabulary: V1.1, V2.2-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, 1976, Job descriptions, interview data: JUSMG-MAAG, Madrid; AFR 400-3, AFM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "SCANS"

DETERMING INFORMATION NEEDS
Prespecify items or data
Prespecify general information areas
List prespecified information needs on SCANNING WORKSHEET

SCANNING FOR PRESPECIFIED DATA
Underline or highlight data
List data
Determine the functional environment for each datum
1.0 Factual Information
(All functions)
2.0 Intellectual Attitudes
(All functions)
3.0 Emotional Attitudes
(All functions)
4.0 Getting things done
(Suasion)
(All functions)
List each functional environment

SCANNING FOR ADJUNCTIVE DATA (SUPPLEMENTAL, QUALIFYING, CONFIRMING, NEGATING)
Circle additional data
List data
Determine functional environment
1.0 Factual Information
(All functions)
2.0 Intellectual Attitudes
(All functions)
3.0 Emotional Attitudes
(All functions)
4.0 Getting things done
(Suasion)
(All functions)
List each functional environment

SUMMARIZING
Draw conclusions
Recommend actions to be taken

TERMINAL SKILL OBJECTIVE

No. MAAG / R.1.01 / SP

DOCUMENTATION: AFR 400-3 (1978), AFM 50-29, PEACE (SIGMA) Report, Defense Treaty: Use of Military Facilities in Spain, 1976, Sample correspondence supplied by JUSMG-MAAG, Madrid, Job descriptions for MAAG personnel, JUSMG-MAAG, Madrid, Interview data: MAAG officers and support personnel, Madrid.

COMMUNICATIVE TASK

COMPONENTS

Role	N/A
Com Act	"REVIEWS"
Audience	N/A
Topics	logistics, aircraft, management
Purpose	obtain information for action

STATEMENT

The student "REVIEWS" in depth letters/memoranda written in the Spanish language on one or more of the following topics: logistics: supply, maintenance, data processing; aircraft: operations, performance; management: planning, training, for the purpose of obtaining information which results in a multi-faceted or long-term response.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
1 hour	45 min.
Materials/Equipment	**Materials/Equipment**
reference grammar, military & technical glossaries (Eng. & Span.), Spanish dictionary	reference grammar, military & technical glossaries, (Eng. & Span.), Spanish dictionary

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
__ colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will write a response in English to a reviewed communication in 45 minutes. The response will discuss the topic and propose an appropriate course of action; it will employ correct terminology (see T.04) and follow stylistic conventions.

LPM INDICES

Functions

x 1.0 Fact Info
x 2.0 Intell Att
x 3.0 Emo Att
x 4.0 Suasion
__ 5.0 Man Comm
x 6.0 Soc Rit

Vocabulary

x military
x technical
__ other __

See T.04

TSO No. MAAG / R.1.01/ SP

☐ TSO

☐ EO

NA 1 2 3 4 5 6 7 8 9 10

○—○—●—○—○—○—○—○—○—○—○

T.02

Page 1 of 3

Col. Henry Adams, USAF
Jefe Sección Fuerza Aérea,
MAAG

Asunto:

Querido Col. Smith:

Como continuación a la carta de esta Comisión de Enlace num. 63 de fecha 30 de Enero 1984, la Jefatura del Servicio de Transmisiones comunica la necesidad de que personal cualificado de USAF realice una revista total sobre el sistema de comunicaciones 1800 del G.C.A. de la Base Aérea de Montana, de acuerdo con el contrato de arriendo de las radioayudas TACAN y G.C.A.

Asimismo se estima necesario que el personal mantenimiento de la Escuadrilla de Transmisiones de la citada Base pueda realizar un mantenimiento efectivo sobre el sistema 1800, para lo cual podría presenciar la realización del "OVERHAUL" sobre el citado sistema.

Atentamente
Quedo suyo affmo.

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
asunto/subject		
enlace/liaison num.=número/number jefatura/headquarters	1.1 identify	Many letters refer to previous correspondence or conversations. Numbers and dates are very important in letters; they usually appear as numerals rather than words.
	2.6 express need	
USAF-very often English terms & abbreviations will be used untranslated		realice - subjunctive is used because the names of the personnel involved are not specified. The ability to recognize and read subjunctive forms is important in dealing with letters.
accordance de acuerdo con/in agreement with radioayudas/radio-assisted		
	2.6 express need	expressions of necessity require a subordinate clause, subjunctive form
esquadrilla de transmisiones/ communications squad de la citada/of the aforementioned mantenimiento/maintenance	4.1 suggest	"citada" and "dicha" appear often in letters used to refer to an earlier part of the letter
presenciar realización/ witness the fulfillment	5.2 taking leave	This is one of several expressions equivalent to "sincerely".

TSO No. MAAG / R.1.01 / SP

/_/ TSO

/_/ EO

NA 1 2 3 4 5 6 7 8 9 10

○—○—○—○—○—○—○—○—○—○—○

T.02

Page 2 of 3

V-52

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Col. Henry Adams, USAF Jefe Sección Fuerza Aérea, MAAG			
Querido Cor. Adams:			
En relación a las cartas de ese MAAG,	de fecha/dated 1º=primero/first	1.1 identify	
AFMS de fecha 21-2-78 y AFMS-66 del 1º			European date recording takes the order day-month-year, in contrast with the month-day-year order used in the U.S.
de los corrientes, el Mando de Material	de acuerdo con/in agreement with	1.2 state factual information	
comunica que, de acuerdo con el punto	4º=cuarto/fourth		"De los corrientes" and "del actual" appear regularly in letters referring to a date in the present month.
4º de la carta del AFLC MMIS del 21-2-78			
considera que debe aceptarse la Modifi-		4.4 advice	The contents of Spanish letters are often organized by "points". Topics/paragraphs are numbered and are referred to by number in later correspondence or in conversation.
cación de Seguridad de Clase IV (Class		4.2 requests	
IV Safety Modification) por lo que se	trámites/procedures		
ruega a ese MAAG efectúe los trámites			dependent clause with subjunctive after rogarse. "Knee jerk" familiarity with the forms of certain irregular verbs which occur often in letters is important.
oportunos para la adquisición de 91			
KITS, con destino a los aviones F5 del	con destino a/bound for		"Dicha", "citada" used often to refer back to an earlier part of the letter.
Ejército del Aire.			
Dicha adquisición, cuyo coste aproximado	Dicha/"said", or the aforementioned $3.983,07=3,983.07	1.2 state factual information	Numeral statements of money amounts are punctuated with a period separating thousands from hundreds and a comma separating dollars from cents.
es de $3.983,07, deberá ser gestionada	gestionada/carried out		future & ser used to express necessity

T.02

TSO No. MAAG / R.1.01 /

☐ TSO

☐ EO

NA	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

Page 3 of 3

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
con cargo del Ejército del Aire.	con cargo de/charged to the account of	2.8 obligation	
Le saluda atentamente.	Le saluda atentamente/ roughly "sincerely"		
Fdo: Juan Diaz	Fdo.=firmado/signed		Signatures in Spain are often written with a flourish and bear little rasemblance to the name of the signer - rather they serve as a uniquely personal sign.

The letters presented in the task scenarios were written by Spanish officers. They were given to this project by MAAG officers as examples of the materials they are required to read in Spanish as part of their job duties. The letters were then reviewed by native speakers of Spanish who were not informed that a Spaniard had written the letters. The reviewers suggested corrections to the text of the letters. The corrected versions are presented below.

Col. Henry Adams, NSAF
Jefe Sección Fuerza Aérea, MAAG

Asunto:

Querido Col Smith:

Como continuación a la carta de esta Comisión de Enlace num. 63 de fecha 30 de Enero 1984, la Jefatura del Servicio de Transmisiones comunica la necesidad de que el personal cualificado de USAF realice una revista total sobre el sistema de comunicaciones 1800 del G.C.A. de la Base Aérea de Montana, de acuerdo con el contrato de arriendo de las radioayudas TACAN y G.C.A.
Asimismo se estima necesario que el personal de mantenimiento de la Escuadrilla de Transmisiones de la citada Base pueda realizar un mantenimiento efectivo sobre el sistema 1800, para lo cual podría presenciar la realización del "OVERHAUL" sobre el citado sistema.

Atentamente

Queda suyo affmº.

Col. Henry Adams, USAF
Jefe Sección Fuerza Aérea, MAAG

Querido Col. Adams:

En relación a las cartas de ese MAAG, AFMS de fecha 21-2-78 y AFMS-66 del 1º de los corrientes, el Mando de Material comunica que, de acuerdo con el punto 4º de la carta del AFLC MMIS del 21-2-78 considera que debe aceptarse la Modificación de Seguridad de Clase IV (Class IV Safety Modification) por lo que se ruega a ese MAAG efectúe los trámites oportunos para la adquisición de 91 KITS, con destino a los aviones F5 del

Ejército del Aire.

Dicha adquisición, cuyo coste aproximado es de $3.983,07, deberá ser gestionada con cargo del Ejército del Aire.

Le saluda atentamente.

Fdo: Juan Diaz

LPM Functional Indices

Page 1 of 1

1.0 Factual Information

*1.1 identify objects, persons, processes
*1.2 state factual information
1.3 seek factual information

2.0 Intellectual Attitudes

2.1.1 agreement
2.1.2 disagreement
2.2.1 an offer
2.2.2 declining an offer
2.2.3 accepting an offer
2.3.1 remembering
2.3.2 forgetting
2.4.1 possibility
2.4.2 impossibility
2.5.1 capability
2.5.2 incapability
*2.6 need
2.7.1 certainty
2.7.2 uncertainty
*2.8 obligation
2.9.1 request for permission
2.9.2 granting of permission
2.9.3 denial of permission
2.10.1 denial
2.10.2 affirmation/confirmation
2.11 awareness
2.12.1 difficulty
2.12.2 ease
2.13 belief/opinion

3.0 Emotional Attitudes

3.1.1 pleasure/liking
3.1.2 displeasure/dislike
3.2.1 satisfaction
3.2.2 dissatisfaction
3.3.1 fear
3.3.2 worry
3.4 hope
3.5 surprise
3.6 preference
3.7 intention
3.8 want
3.9.1 approval
3.9.2 disapproval
3.10.1 importance
3.10.2 unimportance/indifference
3.11 anticipation

4.0 Suasion

4.1 suggestions
*4.2 requests
4.3 invitations
*4.4 advice
4.5 warnings
4.6 directions/instructions/commands
4.7 corrections

5.0 Elementary Social Rituals

6.0 Managing Communication

* These functions appear in these task scenarios.

TSO Map

TSO MAAG / R.1.01 / SP

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 [✓ 2] 3 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear
☐ hierarchical
☐ solitary

PRIMARY DECISION FACTOR

☐ job criticality
☒ dependent relationship
☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO R.1 / 1-5

Functions Catalog: IBERIAN SPANISH

Rolebooks: N/A

Special Vocabulary: V1.1, V2.2-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, 1976, Job descriptions, interview data: JUSMG-MAAG, Madrid; AFR 400-3, AFM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "REVIEWS"

STATING THE PURPOSE
State reason for reviewing
Determine the document purpose
  Read/Translate title, abstract, first section, last section
Write initial summary

DEVELOPING AN ORGANIZATIONAL SCHEME FOR THE REVIEW
Determine the document organization
  Read and Extract document:
    -outline
    -chapters
    -headings
    -sections
Develop the organization for the review

EXTRACTING INFORMATION
Read document
Underline/highlight data
Place data in appropriate section in the organizational scheme
Determine the functional environment for each datum
1.0 Factual Information
  (All functions)
2.0 Intellectual Attitudes
  (All functions)
3.0 Emotional Attitudes
  (All functions)
4.0 Getting things done
  (Suasion)
  (All functions)
List each functional environment

SEARCHING FOR EVIDENCE
Read for supplemental, conflicting, or confirming data.
Place additional data beside initial data
Determine the functional environment for each datum
1.0 Factual Information
  (All functions)
2.0 Intellectual Attitudes
  (All functions)
3.0 Emotional Attitudes
  (All functions)
4.0 Getting things done
  (Suasion)
  (All functions)
List each functional environment

CONSTRUCTING THE REVIEW REPORT
Compare in-depth information with initial summary
Write final summary
Make conclusions
Recommend course(s) of action

ENABLING OBJECTIVE C.1-1 GREETING/INTRODUCTION

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
GREETING/INTRODUCTION The student will engage in conversation with greetings and introduction (when applicable). S/he will establish the role or social climate and make introductions, apologize, show sympthy/empathy, congratulate, or express regrets as required. S/he will use functions:	Passive, aural mastery of all elements for every function listed is required. Active, oral mastery of the elements listed below is required.	The student needs a good grasp of the social customs prevalent in the target culture. Specific phases for apology, showing sympathy/empathy, etc., should be mastered.
5.1 greet	5.1.1: 1-3/ 5.1.2: 1-5	
5.3 open conversation (all social roles)	5.3.1: 1/2/5/6/9 5.3.2 1-5	
5.5.1 introduce	5.5.1: 1/4/6-8/13	
5.5.2 respond to introductions	5.5.2: 1-4/6/8	
5.8 sympathy/empathy	5.8.1: 2/4/7/8/11-13	
5.10 gratitude	5.10: 1/2/5-8/11	
5.11 regret	5.11: all elements listed	
5.12 apology	5.12: 1/3/6/7/12	
6.1.1 interrupt	6.1.1; 1-3/10	

ENABLING OBJECTIVE C.1-2 STATING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
STATING THE PURPOSE		
A. Obtain/transfer factual information		
The student will state the purpose of the conversation. When the purpose is receiving or releasing factual information, the student will employ functions:		In stating the purpose of the conversation, the student must have mastered most of the SPEAKING AND SPEAKING/LISTENING skill activities.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
1.3 seek factual information	1.3: "	
2.2.1 offer	2.2.1: 4/5/7-9	
4.2 request	4.2: 1-4/6/8/13-17	
6.8 change the topic	6.8.1: 1/2/5/6/8-10	
B. Evaluate options		
The student will evaluate options by reporting, expressing, or inquiring about thoughts and opinions. Human thought, reasoning, and opinion will be sought or transmitted by the student using functions:		This part can be demanding on the student's intellectual skills/capabilities depending on the student's role. The appropriate Rolebook can be helpful. Practice is definitely an important part of the instruction.
2.0 intellectual attitudes (all functions)		
2.1.1 agreement	2.1.1: 1/2(3-9)*10-12/14/17/18	
2.1.2 disagreement	2.1.2: 2-5(6/7)*10/13/14	
2.2.1 an offer	2.2.1: 1/3/5/7/8/11/14	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-2 STATING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2 declining an offer	2.2.2: 1/2/4/5/7/9/10 12	
2.2.3 accepting an offer	2.2.3: all elements listed	
2.3.1 remembering	2.3.1: 1/3/4/8/9/11/12	
2.3.2 forgetting	2.3.2: 1-4/6/10	
2.4.1 possibility	2.4.1: 1-4/7(8-12)* 13/15/18/19	
2.4.2 impossibility	2.4.2: 1/3-5/7-10	
2.5.1 capability	2.5.1: 1/3/4/6-10	
2.5.2 incapability	2.5.2: 1/4/5/7/10-12	
2.6 need	2.6: 1/3-10	
2.7.1 certainty	2.7.1: 1/2/4-9	
2.7.2 uncertainty	2.7.2: 1/4-9	
2.8 obligation/responsibility	2.8: 1-6/9/11	
2.9.1 request for permission	2.9.1: 1/2/4/5/7/10/12	
2.9.2 granting of permission	2.9.2: 1-3/5-8/10/11/13/14	
2.9.3 denial of permission	2.9.3: 1/2/4/6/7/9/11/12	
2.10.1 denial	2.10.1: 1/2(3-5)*7-9/11-13/15	
2.10.2 affirmation/confirmation	2.10.2: 1(2/3/5/7)*4/8-12	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-2 STATING THE PURPOSE

SPANISH

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.11	awareness	2.11: 1/3-5/7/10	
2.12.1	difficulty	2,12.1: 1-3/5-9/11/12	
2.12.	ease	2.12.2: 1/2/7-11	
2.13	belief/opinion	2.13: 1/2/4-6/9	
C.	Assess human reactions		
The student will assess human reactions (the way a person feels) by using functions:			This part deals not only with emotional attitudes but also requires the student to assess such human reactions.
3.0	emotional attitudes (all functions)		Simulation games that represent situations where such assessment must take place can be helpful as in instructional activity. Games where cultural elements of the target language are incorporated can be especially useful.
3.1.1	pleasure/liking	3.1.1: 1/3/4/6-8/10/12	
3.1.2	displeasure/dislike	3.1.2: 1/3/4/6/8/10/12-14	
3.2.1	satisfaction	3.2.1 1-5/8/11	
3.2.2	dissatisfaction	3.2.2: 1/2/5-8/10/11	
3.3.1	fear	3.3.1: 1/2/4/6/7/10/14	
3.3.2	worry	3.3.2: 1/2/4-8	
3.4	hope	3.4: 1-3/6	
3.5	surprise	3.5: 1/3/4/6/9/13/15/19/20	
3.6	preference	3.6: 1-5/7/8/10/11	
3.7	intention	3.7: 1-4	

ENABLING OBJECTIVE C.1-2 STATING THE PURPOSE

SPANISH

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "CONVERSES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
3.8 want	3.8: 1/4-7	
3.9.1 approval	3.9.1: 2-6/8	
3.9.2 disapproval	3.9.2: 2/3/5/6/8/10	
3.10.1 importance	3.10.1: 2/3/5	
3.10.2 unimportance/indifference	3.10.2: 1/2(3/4/6)* 9-11	
3.11 anticipation	3.11: 1/2/4/5	
D. Initiate actions		
The student will start activity, decision making, and operations by the other party. S/he will use functions:		For this part, the student should practice with stock phrases developed from the appropriate Rolebook.
2.4.1 possibility	2.4.1: 1-3/15-19	
2.4.2 impossibility	2.4.2: 1/3/8-11	
2.5.1 capability	2.5.1: 1/8-11	
2.5.2 incapability	2.5.2: 1/2/10-13	
2.6 need	2.6: 1/2/5-12	
4.2 requests	4.2: 4/6/9/10/20	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
ACTUALIZING THE PURPOSE		
A. Develop the strategy		
The student will develop a strategy for actualizing the purpose of the conversation. The student develops an outline, checklist, and/or scenario of what the conversation might "look" like. The student will practice his queries, responses, and statements.		This part is the key to this particular communicative activity. During his/her training, the student should be given ample opportunities to practice strategy development for many different probably situations.
B. Initiate communication		
The student will engage in conversation according to his/her strategy using the following functions concerning facts, thoughts, feelings, and actions:		The most important instructional activity here is practice.
1.0 Factual Information		
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
1.3 seek factual information	1.3: "	
2.0 Intellectual Attitudes		
2.1.1 agreement	2.1.1: 1/2(3-9)*10-12/14/17/18	
2.1.2 disagreement	2.1.2: 2-5/(6/7)*10/13/14	
2.2.1 an offer	2.2.1: 1/3/5/7/8/11/14	
2.2.2 declining an offer	2.2.2: 1/2/4/5/7/9/10/12	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSE

SPANISH

SKILL DEVELOPMENT LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "CONVERSES"		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.3	accepting an offer	2.2.3: all elements listed	
2.3.1	remembering	2.3.1: 1/3/4/8/9/11/12	
2.3.2	forgetting	2.3.2: 1-4/6/10	
2.4.1	possibility	2.4.1: 1-4/7(8-12)*13/15/18/19	
2.4.2	impossibility	2.4.2: 1/3-5/7-10	
2.5.1	capability	2.5.1: 1/3/4/6-10	
2.5.2	incapability	2.5.2: 1/4/5/7/10-12	
2.6	need	2.6: 1/3-10	
2.7.1	certainty	2.7.1: 1/2/4-9	
2.7.2	uncertainty	2.7.2: 1/4-9	
2.8	obligation	2.8: 1-6/9/11	
2.9.1	request for permission	2.9.1: 1/2/4/5/7/10/12	
2.9.2	granting of permission	2.9.2: 1-3/5-8/10/11/13/14	
2.9.3	denial of permission	2.9.3: 1/2/4/6/7/9/11/12	
2.10.1	denial	2.10.1: 1/2(3-5)*7-9/11-13/15	
2.10.2	affirmation/confirmation	2.10.2: 1(2/3/5/7)*4/8-12	
2.11	awareness	2.11: 1/3-5/7/10	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.1 difficulty	2.12.1: 1-3/5-9/11/12	
2.12.2 ease	2.12.2: 1/2/7/-11	
2.13 belief/opinion	2.13: 1/2/4-6/9	
3.0 Emotional Attitudes		Special attention should be given to the emotional attitude elements as they often represent the most sensitive areas.
3.1.1 pleasure/liking	3.1.1: 1/3/4/6-8/10/12	
3.1.2 displeasure/dislike	3.1.2: 1/3/4/6/8/10/12-14	
3.2.1 satisfaction	3.2.1: 1-5/8/11	
3.2.2 dissatisfaction	3.2.2: 1/2/5-8/10/11	
3.3.1 fear	3.3.1: 1/2/4/6/7/10/14	
3.3.2 worry	3.3.2: 1/2/4/8	
3.4 hope	3.4: 1-3/6	
3.5 surprise	3.5: 1/3/4/6/9/13/15/19/20	
3.6 preference	3.6: 1-5/7/8/10/11	
3.7 intention	3.7: 1-4	
3.8 want	3.8: 1/4-7	
3.9.1 approval	3.9.1: 2-6/8	
3.9.2 disapproval	3.9.2: 2/3/5/6/8/10	

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.0.1: 2/3/5	
3.10.2 unimportance/indifference	3.10.2: 1/2(3/4/6)* 9-11	
3.11 anticipation	3.11: 1/2/4/5	
4.0 Getting things done (Suasion)		How suasion is done differs widely according to the role, the student's Rolebook can be very helpful here.
4.1 suggestions	4.1: 1-4/10/11	
4.2 requests	4.2: 1-4/7/13/18/24/25	
4.3 invitations	4.3: 1/2/4/8/12/13	
4.4 advice	4.4: 1/3/5/8/9	
4.5 warnings	4.5: 1-4/7/10-12	
4.6 directions/instructions/commands	4.6: 1-3/6	
4.7 corrections	4.7: 1/2/5/7/9-12	
C. Control conversation flow		
6.3 refocus and/or adjust communication	6.3: all elements listed	
6.8.1 change topic	6.8.1: 2/5/6/8	
6.8.2 consent to change topic	6.8.2: 3/6/7	
6.8.3 refuse to change topic	6.8.3: 1/3/6/9/12/13	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-4 CONFIRMING THE RESULTS

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONFIRMING THE RESULTS		
A. Report facts		
The student will report the facts of the conversation to insure understanding of both parties. S/he will use functions:		The student should have a clear understanding of the purpose of this EO. This understanding can be reinforced by examples of result of failure to achieve this EO.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
2.1.1 capability	2.1.1: 1/4/5/7/10-12	
2.1.2 incapability	2.1.2: 1/4/5/7/10-12	
4.7 corrections	4.7: 2/5/7/11	
B. Report thinking of the other party		
The student reviews the thinking of the other party to insure mutual understanding using functions:		Some higher level of language ability may be required here depending on the role the student is to assume in the target language.
2.0 Intellectual Attitudes (all functions)		
2.1.1 agreement	2.1.1: 1/14/19	
2.1.2 disagreement	2.1.2: 1/8/9/12-15	
2.2.1 an offer	2.2.1: 1/2/14-16	
2.2.2 declining an offer	2.2.2: 1/12/14/15	
2.2.3 accepting an offer	2.2.3: 1/11/15/16	

ENABLING OBJECTIVE C.1-4 CONFIRMING THE RESULTS

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.3.1 remembering	2.3.1: 1/2/11-13	
2.3.2 forgetting	2.3.2: 1/2/10/13	
2.4.1 possibility	2.4.1: 1/4/6/7(8-13)* 15-19	
2.4.2 impossibility	2.4.2: 1-4/6/8-11	
2.5.1 capability	2.5.1: 1/2/8-11	
2.5.2 incapability	2.5.2: 1-3/10-13	
2.6 need	2.6: 1/2/5/6/8-12	
2.7.1 certainty	2.7.1: 1-3/8-12	
2.7.2 uncertainty	2.7.2: 1-3/7-10	
2.8 obligation	2.8: 1/3/6/9/11-13	
2.9.1 request for permission	2.9.1: 1/12/13	
2.9.2 granting of permission	2.9.2: 1/13/15	
2.9.3 denial of permission	2.9.3: 1/11-13	
2.10.1 denial	2.10.1: 7/8/11-15	
2.10.2 affirmation/confirmation	2.10.2: 1/4/8/11/12	
2.11 awareness	2.11: 1/2/7-10	
2.12.1 difficulty	2.12.1: 2/4-8/11-13	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-4 CONFIRMING THE RESULTS

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.2: 1/2/8-11	
2.13 belief/opinion	2.13: 1/6-9	
4.7 corrections	4.7: 1/2/5/7/9-12	
C. Report the feelings of the other party		
The student will acknowledge verbally the feelings of the other party to confirm his own understanding. S/he will use functions:		Similar to reporting the thinking (intellectual attitudes) of the other party except this part deals with feelings (emotional attitudes) and thus requires additional sensitivity on the student's part.
2.1.1 agreement	2.1.1: 1/14/19	
2.1.2 disagreement	2.1.2: 1/8/9/12-15	
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1/2/4/10-14	
3.1.2 displeasure/dislike	3.1.2: 1/2/4/12-16	
3.2.1 satisfaction	3.2.1: 1/2/4/8-11	
3.2.2 dissatisfaction	3.2.2: 1/2/6/8/10/11	
3.3.1 fear	3.3.1: 1-3/10/14	
3.3.2 worry	3.3.2: 1/2/8/10/11	
3.4 hope	3.4: 1/5-7	
3.5 surprise	3.5: 1/1/19-21	

ENABLING OBJECTIVE C.1-4 CONFIRMING THE RESULTS

SPANISH

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "CONVERSES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
3.6 preference	3.6: 1/2/7/8/10/11	
3.7 intention	3.7: 1/3-5	
3.8 want	3.8: 1/2/6/10/11	
3.9.1 approval	3.9.1: 1-3/7/8/10	
3.9.2 disapproval	3.9.2: 1-3/9/10/12	
3.10.1 importance	3.10.1: 1/3-5	
3.10.2 unimportance/indifference	3.10.2: 1/4/6/10/11	
3.11 anticipation	3.11: 1/5	
4.7 corrections	4.7: 2/5/7/11	
D. Report actions to be taken		
The student will state the actions, operations, or plans that will be initiated as a result of the conversation. S/he will use functions:		This part deals mainly with information so the chief concern is accuracy.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
2.1.1 agreement	2.1.1: 3/5/11-15/18	
2.1.2 disagreement	2.1.2: 2/4/5/10/13-15	
4.7 corrections	4.7: 2/5/7/11	

E.01

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ENABLING OBJECTIVE C.1-5 CLOSING

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CLOSING		
A. Inquire about further concerns		
Prior to ending a conversation the student will check to see that all concerns, issues, or ideas have been covered. S/he will accomplish this using functions:		
1.3 seek factual information	1.3: all elements listed	
2.6 need	2.6: 1/5/6/10/11	
2.3.1 remembering	2.3.1: 2/6/11	
2.3.2 forgetting	2.3.2: 1/5/10	
3.3.1 fear	3.3.1: 1/4/14	
3.3.2 worry	3.3.2: 1/5/7/8	
3.8 want	3.8: 1/5/6	
3.10 importance	3.10: 1/3/5	
B. Close		
The student will close the conversation after all concerns have been aired or dealt with. He shall use the following functions:		Knowledge of the target culture is important here. The student should have mastery of the commonly used phrases for ending a conversation under many different circumstances.
•for a face-to-face conversation		
5.10 gratitude	5.10: 1/2/5/6/7/9	

ENABLING OBJECTIVE C.1-5 CLOSING

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
5.4 end conversation	5.4: 1-3/5	
5.2 take leave	5.2: 1-3	

E.01

ENABLING OBJECTIVE C.2-1 GREETING/INTRODUCTION

SPANISH

Page 1 of 1

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
GREETING/INTRODUCTION The student will place and receive telephone calls. S/he will communicate in the opening part of the telephone conversation using functions:	Passive, aural mastery of all elements for every function listed is required. Active, oral mastery of the elements listed below is required	As this communicative activity is conducted without visual contact, the student should have mastery of the nuances in pronouncing simple phrases in the target language in order to transmit different feelings. The student must have control of such stock phrases as: "This is_________, may I help you?" "This is_________, of_________calling, may I speak to_____?" "Let me check if s/he is in, please hold one moment." Some telephone call require "short" routines, such as: 5.8 sympathy/empathy 5.9 congratulations 5.10 gratitude 5.11 regret 5.12 apology
5.16 telephone behavior		
5.16.1 answer	5.16.1: 1	
5.16.2 respond to answer	5.16.2: 3/5	
5.16.3 request to speak to someone or an extension	5.16.3: 2-4	
5.16.4 respond to such request	5.16.4: 1/3/5	
5.16.5 wrong number	5.16.5: 1	
5.16.6 long distance	5.16.6: 1/5	
5.16.7 hold	5.16.7: 1/4	
5.16.8 messages	5.16.8: 1/3-5	
5.1 greet	5.1: 1-3: 5.1: 2/5	
5.5.1 introduce	5.5.1: 1/3/4	
5.5.2 respond to introductions	5.5.2: 1/2	

ENABLING OBJECTIVE C.2.2 STATING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
STATING THE PURPOSE		
A. Obtain/transfer factual information		
The student will state the purpose of the conversation. When the purpose is receiving or releasing factual information, the student will employ functions:		In stating the purpose of the conversation, the student must have mastered most of the SPEAKING and SPEAKING/LISTENING skill activities.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
1.3 seek factual information	1.3: "	
2.2.1 offer	2.2.1: 3/4/7/8	
4.2 request	4.2: 4/8/13/16/17	
6.8 change the topic	6.8: 3-7	
B. Evaluate options		
The student will evaluate options by reporting, expressing, or inquiring about thoughts and opinions. Human thought, reasoning, and opinion will be sought or transmitted by the student using functions:		This part can be demanding on the student's intellectual skills/capabilities depending on the student's role. The appropriate Rolebook can be useful. Practice is definitely an important part of the instruction.
2.0 intellectual attitudes (all functions)		
2.1.1 agreement	2.1.1: 1/2(3-9)*10-12/14/17/18	2.1.1 agreement is a very high frequency function.
2.1.2 disagreement	2.1.2: 2-5(6/7)*10/13/14	
2.2.1 an offer	2.2.1: 1/3/5/7/8/11/14	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2-2 STATING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2 declining an offer	2.2.2: 1/2/4/5/7/9/10/12	
2.2.3 accepting an offer	2.2.3: all elements listed	
2.3.1 remembering	2.3.1: 1/3/4/8/9/11/12	
2.3.2 forgetting	2.3.2 1-4/6/10	
2.4.1 possibility	2.4.1: 1-4/7(8-12)* 13/15/18/19	
2.4.2 impossibility	2.4.2: 1/3-5/7-10	
2.5.1 capability	2.5.1: 1/3/4/6-10	
2.5.2 incapability	2.5.2: 1/4/5/7/10-12	
2.6 need	2.6: 1/3-10	
2.7.1 certainty	2.7.1: 1/2/4-9	2.7.1 Certainty is a high frequency function.
2.7.2 uncertainty	2.7.2: 1/4-9	
2.8 obligation	2.8: 1-6/9/11	2.8 Obligation is used with great care with military counterparts. Responsibility must be clearly understood by both parties.
2.9.1 request for permission	2.9.1: 1/2/4/5/7/10/12	
2.9.2 granting of permission	2.9.2: 1-3/5-8/10/11/13/14	
2.9.3 denial of permission	2.9.3: 1/2/4/6/7/9/11/12	
2.10.1 denial	2.10.1: 1/2(3-5)*7-9/11-13/15	2.10.2 Affirmation/confirmation is a very high frequency function.
2.10.2 affirmation/confirmation	2.10.2: 1(2/3/5/7)*4/8-12	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2-2 STATING THE PURPOSE

SPANISH

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "TELEPHONES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
2.11 awareness	2.11: 1/3-5/7/10	
2.12.1 difficulty	2.12.1: 1-3/5-9/11/12	
2.12.2 ease	2.12.2: 1/2/7-11	
2.13 belief/opinion	2.13: 1/2/4-6/9	
C. Assess human reactions		
The student will assess human reactions (the way a person feels) by using functions:		This part deals not only with emotional attitudes but also requires the student to assess such human reactions. Simulation games that represent situations where such assessment must take place can be helpful as an instructional activity. Games where cultural elements of the target language are incorporated can be especially useful. Tone of voice is important in assessing human reactions. Practice in this area is highly important.
3.0 Emotional Attitudes (all functions)		
3.1.1 pleasure/liking	3.1.1: 1/3/4/6-8/10/12	
3.1.2 displeasure/dislike	3.1.2: 1/3/4/6/8/10/12-14	
3.2.1 satisfaction	3.2.1: 1-5/8/11	
3.2.2 dissatisfaction	3.2.2: 1/2/5-8/10/11	
3.3.1 fear	3.3.1: 1/2/4/6/7/10/14	
3.3.2 worry	3.3.2: 1/2/4-8	
3.4 hope	3.4: 1-3/6	
3.5 surprise	3.5: 1/3/4/6/9/13/15/19/20	
3.6 preference	3.6: 1-5/7/8/10/11	
3.7 intention	3.7: 1-4	

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ENABLING OBJECTIVE C.2-2 STATING THE PURPOSE

SPANISH

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.8 want	3.8: 1/4-7	
3.9.1 approval	3.9.1: 2-6/8	
3.9.2 disapproval	3.9.2: 2/3/5/6/8/10	
3.10.1 importance	3.10.1: 2/3/5	
3.10.2 unimportance/indifference	3.10.2: 1/2(3/4/6)* 9-11	
3.11 anticipation	3.11: 1/2/4/5	
D. Initiate actions		
The student will start activity, decision making, and operations by the other party. S/he will use functions:		For this part, the student should practice with stock phrases developed from the appropriate Rolebook.
4.2 requests	4.2: 4/6/9/10/20	
2.4.1 possibility	2.4.1: 1-3/15-19	
2.4.2 impossibility	2.4.2: 1/3/8-11	
2.5.1 capability	2.5.1: 1/8-11	
2.5.2 incapability	2.5.2: 1/2/10-13	
2.6 need	2.6: 2/5-12	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
ACTUALIZING THE PURPOSE		
A. Develop the strategy The student will develop a strategy for actualizing the purpose of the conversation. The student develops an outline, checklist, and/or scenario of what the conversation might "look" like. The student will practice his queries, responses, and statements.		This part is the key to this particular communicative activity. During his/her training, the student should be given ample opportunities to practice strategy developed for many different probable situations.
B. Initiate communication The student engages in conversation according to his/her strategy using the following functions concerning facts, thoughts, feelings, and actions:		The most important instructional activity here is practice.
1.0 Factual Information		
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
1.3 seek factual information	1.3: "	
2.0 Intellectual Attitudes		
2.1.1 agreement	2.1.1: 1/2(3-9)*10-12/14/17/18	
2.1.2 disagreement	2.1.2: 2-5(6-7)*10/13/14	
2.2.1 an offer	2.2.1: 1/3/5/7/8/11/14	
2.2.2 declining an offer	2.2.2: 1/2/4/5/7/9/10/12	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.3 accepting an offer	2.2.3: all elements listed	
2.3.1 remembering	2.3.1: 1/3/4/8/9/11/12	
2.3.2 forgetting	2.3.2: 1-4/6/10	
2.4.1 possibility	2.4.1: 1-4/7(8-12)*13/15/18/19	
2.4.2 impossibility	2.4.2: 1/3-5/7-10	
2.5.1 capability	2.5.1: 1/3/4/6-10	
2.5.2 incapability	2.5.2: 1/4/5/7/10-12	
2.6 need	2.6: 1/3-10	
2.7.1 certainty	2.7.1: 1/2/4-9	
2.7.2 uncertainty	2.7.2: 1/4-9	
2.8 obligation	2.8: 1-6/9/11	
2.9.1 request for permission	2.9.1: 1/2/4/5/7/10/12	
2.9.2 granting of permission	2.9.2: 1-3/5-8/10/11/13/14	
2.9.3 denial of permission	2.9.3: 1/2/4/6/7/9/11/12	
2.10.1 denial	2.10.1: 1/2(3-5)*7-9/11-13/15	
2.10.2 affirmation/confirmation	2.10.2: 1(2/3/5/7)*4/8-12	
2.11 awareness	2.11: 1/3-5/7/10	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.1 difficulty	2.12.1: 1-3/5-9/11/12	
2.12.2 ease	2.12.2: 1/2/7-11	
2.13 belief/opinion	2.13: 1/2/4-6/9	
3.0 Emotional Attitudes		Special attention should be given to the emotional attitude elements as they often represent the most sensitive areas.
3.1.1 pleasure/liking	3.1.1: 1/3/4/6-8/10/12	
3.1.2 displeasure/dislike	3.1.2: 1/3/4/6/8/10/12-14	
3.2.1 satisfaction	3.2.1: 1-5/8/11	
3.2.2 dissatisfaction	3.2.2: 1/2/5-8/10/11	
3.3.1 fear	3.3.1: 1/2/4/6/7/10/14	
3.3.2 worry	3.3.2: 1/2/4-8	
3.4 hope	3.4: 1-3/6	
3.5 surprise	3.5: 1/3/4/6/9/13/15/19/20	
3.6 preference	3.6: 1-5/7/8/10/11	
3.7 intention	3.7: 1-4	
3.8 want	3.8: 1/4-7	
3.9.1 approval	3.9.1: 2-6/8	
3.9.2 disapproval	3.9.2: 2/3/5/6/8/10	

ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE

SPANISH

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1	importance	3.10.1: 2/3/5	
3.10.2	unimportance/indifference	3.10.2: 1/2(3/4/6)* 9-11	
3.11	anticipation	3.11: 1/2/4/5	
4.0	Getting things done (Suasion)		How suasion is done differs widely according to role, the student's Rolebook can be very helpful here.
4.1	suggestions	4.1: 1-4/10/11	The student's mastery of the nuances in pronouncing simple phrases for different meanings is most important in this part.
4.2	requests	4.2: 1-4/7/13/18/24/25	
4.3	invitations	4.3: 1/2/4/8/12/13	
4.4	advice	4.4: 1/3/5/8/9	
4.5	warnings	4.5: 1-4/7/10-12	
4.6	directions/instructions/commands	4.6: 1-3/6	
4.7	corrections	4.7: 1/2/5/7/9-12	
C.	Communication management		
6.3	refocus and/or adjust communication	6.3: 1-3/8/10	
6.5	control volume	6.5: 1/6	
6.7	comment on or inquire about intelligibility	6.7: 1/4/9-11	
6.8.1	change topic	6.8.1: 3/5-7	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2-4 CONFIRMING THE RESULTS

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONFIRMING THE RESULTS		
A. Report Facts		
The student will report the facts of the conversation to insure understanding of both parties. S/he will use functions:		The student should have a clear understanding of the purpose of this EO. This understanding can be reinforced by examples of result of failure to achieve this EO.
1.1 identify objects, persons, processes	1.1 all elements listed	
1.2 state factual information	1.2 "	
2.5.1 capability	2.5.1 1/3/4/6-10	
2.5.2 incapability	2.5.2 1/3/4/6-10	
4.7 corrections	4.7 2/5/7/11	
B. Report thinking of the other party		
The student reviews the thinking of the other party to insure mutual understanding using functions:		Some higher level of language ability may be required here depending on the role the student is to assume in the target language.
2.0 Intellectual Attitudes (all functions)		
2.1.1 agreement	2.1.1: 1/14/19	
2.1.2 disagreement	2.1.2: 1/8/9/12-15	
2.2.1 an offer	2.2.1: 1/2/14-16	
2.2.2 declining an offer	2.2.2: 1/12/14/15	
2.2.3 accepting an offer	2.2.3: 1/11/15/16	
2.3.1 remembering	2.3.1: 1/2/11-13	

ENABLING OBJECTIVE C.2.4 CONFIRMING THE RESULTS

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.3.2 forgetting	2.3.2: 1/2/10/13	
2.4.1 possibility	2.4.1: 1/4/6/7(8-13)* 15-19	
2.4.2 impossibility	2.4.2: 1-4/6/8-11	
2.5.1 capability	2.5.1: 1/2/8-11	
2.5.2 incapability	2.5.2: 1-3/10-13	
2.6 need	2.6: 1/2/5/6/8-12	
2.7.1 certainty	2.7.1: 1-3/8-12	
2.7.2 uncertainty	2.7.2: 1-3/7-10	
2.8 obligation	2.8: 1/3/6/9/11-13	
2.9.1 request for permission	2.9.1: 1/12/13	
2.9.2 granting of permission	2.9.2: 1/13/15	
2.9.3 denial of permission	2.9.3: 1/11-13	
2.10.1 denial	2.10.1: 7/8/11-15	
2.10.2 affirmation/confirmation	2.10.2: 1/4/8/11/12	
2.11 awareness	2.11: 1/2/7-10	
2.12.1 difficulty	2.12.1: 2/4-8/11-13	
2.12.2 ease	2.12.2: 1/2/8-11	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2-4 CONFIRMING THE RESULTS

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.13 belief/opinion	2.13: 1/6-9	
4.7 corrections	4.7: 1/2/5/7/9-12	
C. Report the feelings of the other party		
The student will acknowledge verbally the feelings of the other party to confirm his own understanding. S/he will use functions:		Similar to reporting the thinking (intellectual attitudes) of the other party except this part deals with feelings (emotional attitudes) and thus requires additional sensitivity on the student's part.
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1/2/4/10-14	
3.1.2 displeasure/dislike	3.1.2: 1/2/4/12-16	
3.2.1 satisfaction	3.2.1: 1/2/4/8-11	
3.2.2 dissatisfaction	3.2.2: 1/2/6/8/10/11	
3.3.1 fear	3.3.1: 1-3/10/14	
3.3.2 worry	3.3.2: 1/2/8/10/11	
3.4 hope	3.4: 1/5-7	
3.5 surprise	3.5: 1/2/19-21	
3.6 preference	3.6: 1/2/7/8/10/11	
3.7 intention	3.7: 1/3-5	
3.8 want	3.8: 1/2/6/10/11	

ENABLING OBJECTIVE C.2-4 CONFIRMING THE RESULTS

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.9.1 approval	3.9.1: 1-3/7/8/10	
3.9.2 disapproval	3.9.2: 1-3/9/10/12	
3.10.1 importance	3.10.1: 1/3-5	
3.10.2 unimportance	3.10.2: 1/4/6/10/11	
3.11 anticipation	3.11: 1/5	
2.1.1 agreement	2.1.1: 1/5/15/16/18	
2.1.2 disagreement	2.1.2: 1/2/13/14	
4.7 corrections	4.7: 2/5/7/11	
D. Report actions to be taken		
The student will state the actions, operations, or plans that will be initiated as a result of the conversation. S/he will use functions:		This part deals mainly with information so the chief concern is accuracy.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
2.1.1 agreement	2.1.1: 5/11-15/18	
2.1.2 disagreement	2.1.2: 2/4/5/10/13/15	
4.7 corrections	4.7: 2/5/7/11	

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ENABLING OBJECTIVE C.2-5 CLOSING

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CLOSING		
A. Inquire about further concerns		
Prior to ending a conversation the student will check to see that all concerns, issues, or ideas have been covered. S/he will accomplish this using functions:		
1.3 seek factual information	1.3: all elements listed	
2.6 need	2.6: 1/5/6/10/11	
2.3.1 remembering	2.3.1: 2/9/11	
2.3.2 forgetting	2.3.2: 1/5/16	
3.3.1 fear	3.3.1: 1/4/14	
3.3.2 worry	3.3.2: 1/5/7/8	
3.8 want	3.8: 1/5/6	
3.10 importance	3.10: 1/3/5	
B. Close		
The student will cose the conversation after all concerns have been aired or dealt with. He shall use the following functions:		Knowledge of the target culture is important here. The student should have mastery of the commonly used phrases for ending a telephone conversation under different circumstances.
5.10 gratitude	5.10: 1/2/5-7/11	
5.16.9 end conversation	5.16.9: 3-8	
5.16.10 take leave	5.16.10: all elements listed	

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ENABLING OBJECTIVE C.6-1 DETERMINING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DETERMINING THE PURPOSE A. Meet with Responsible Party (RP) The student will hold a meeting with someone acting as the Responsible Party to determine the precise purpose of the event s/he will facilitate. The student will interview the RP for determining: • priorities • operational strategies • intended outcomes B. Brief the RP on key factors The student will brief the RP on the key factors in the environment surrounding the upcoming event. S/he will describe: • the physical location and layout • cultural, social, and job orientations of key personnel • the language (English) abilities of the participants • the target language ability of the facilitator (the student) • any anecdotal or biographical information necessary	Passive aural mastery of all elements for every function listed is required. Active oral mastery of the elements listed below is required.	This objective is a prerequisite for determining the upcoming language needs of the facilitator.

ENABLING OBJECTIVE C.6-1 DETERMINING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
● any additional technical information ● existing constraints (security, on-going negotiations, and other special factors) C. Recommend a communicative strategy The student will recommend a communicative strategy to the RP for the event. This strategy will be based on the four (4) functional categories of: 1.0 Factual Information 2.0 Intellectual Attitudes 3.0 Emotional Attitudes 4.0 Getting things done (Suasion)		

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ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
FACILITATING THE INTERCOMMUNICATION A. Follow established protocol The student will follow established protocol. (These are given to the student prior to the "FACILITATES" practice.) B. Carry out special requests of the RP The student will gather, organize, and complete arrangements based on special requests of the RP. C. Facilitate social interaction/monitor the effectiveness of communication The student will facilitate social interaction and monitor the effectiveness of communication using the following functions:		
5.1 greet	5.1: 5.1.1: 3	
5.3 open conversation/engage in small talk	5.3: 5.3.1: 3/4	
5.5.1 introduce	5.5.1: 1/3/5/6/10	
5.5.2 respond to introductions	5.5.2: 1/4/6	
5.10 gratitude	5.10: 1/2/6	
6.1.1 interrupt	6.1.1: 3/6/10/11	
6.7 comment on or inquire about intelligibility	6.7: 1/2/5	
6.10 request or offer translation/explanation/clarification	6.10: 1/4	

ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
D. Report/inquire as required		
The student will employ the intercommunications strategy as required. S/he will report or inquire using the following functions:		The facilitator will also report on a variety of social rituals and will often engage in greetings and introductions. In the process of relaying communication, the facilitator will rely heavily on functions 6.6 request repetition or offer to repeat, 6.7 comment on or inquire about intelligibility, and 6.10 request or offer translation/explanation/clarification.
1.0 Factual Information		
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
1.3 seek factual information	1.3: "	
2.0 Intellectual Attitudes		
2.1.1 agreement	2.1.1: 1/6/10/13/14/17/19	
2.1.2 disagreement	2.1.2: 1/10/14/15	
2.2.1 an offer	2.2.1: 1-3/6-8/14-16	
2.2.2 declining an offer	2.2.2: 1/2/5/12-15	
2.2.3 accepting an offer	2.2.3: 1/2/4/11-15	
2.3.1 remembering	2.3.1: 1-3/6/11-13	
2.3.2 forgetting	2.3.2: 1-4/10/13	
2.4.1 possibility	2.4.1: 1/2/6/11/15-19	
2.4.2 impossibility	2.4.2: 1-3/9-11	

ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.5.1 capability	2.5.1: 1-4/8-11	These objectives demand a great deal of work from the instructional developer and the teacher. The activities have elements of simulation, simultaneous translation, and diplomacy. Result-oriented simulations, a supportive learning environment, post-performance feedback stressing strengths and weaknesses, and plenty of practice are called for. Video replay equipment for post-performance feedback should greatly increase efficiency in learning this skill.
2.5.2 incapability	2.5.2: 1-5/10/12/13	
2.6 need	2.6: 1-5/8-12	
2.7.1 certainty	2.7.1: 2/3/5/6/9-12	
2.7.2 uncertainty	2.7.2: 1-4/6-10	
2.8 obligation	2.8: 1-3/11-13	
2.9.1 request for permission	2.9.1: 1/2/4/8/10/12/13	
2.9.2 granting of permission	2.9.2: 1/13-15	
2.9.3 denial of permission	2.9.3: 1/11-13	
2.10.1 denial	2.10.1: 1/11-15	
2.10.2 affirmation/confirmation	2.10.2: 1/4/5/11/12	
2.11 awareness	2.11: 1-3/7-10	
2.12.1 difficulty	2.12.1: 1/2/4/5/7/8/12/13	
2.12.2 ease	2.12.2: 1/2/10/11	
2.13 belief/opinion	2.13: 1/3/4/6-9	
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1-4/10-14	

ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION

SPANISH

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "FACILITATES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
3.1.2 displeasure/dislike	3.1.2: 1-3/4/13-16	
3.2.1 satisfaction	3.2.1: 1/2/8-11	
3.2.2 dissatisfaction	3.2.2: 1/2/8-11	
3.3.1 fear	3.3.1: 1/2/10-15	
3.3.2 worry	3.3.2: 1/2/5/8-11	
3.4 hope	3.4: 1/3/6-8	
3.5 surprise	3.5: 1-3/6-8	
3.6 preference	3.6: 1-3/7-11	
3.7 intention	3.7: 1-5	
3.8 want	3.8: 1/2/5-11	
3.9.1 approval	3.9.1: 1/2/7-10	
3.9.2 disapproval	3.9.2: 1/2/9-12	
3.10.1 importance	3.10.1: 1/3-6	
3.10.2 unimportance/indifference	3.10.2: 1/4/10/11	
3.11 anticipation	3.11: 1/5	
4.0 Getting things done (Suasion)		
4.1 suggestions	4.1: 1/5/6/10-12	

ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
4.2 requests	4.2: 1/4/5/13/15/24-26	
4.3 invitations	4.3: 1/14/15	
4.4 advice	4.4: 1/6/9/10	
4.5 warnings	4.5: 1/2/9/12/13	
4.6 directions/instructions/commands	4.6: 1/6/7	
4.7 corrections	4.7: 1/7/10-12	

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ENABLING OBJECTIVE C.6-3 FOLLOWING-UP

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
FOLLOWING-UP A. Debrief with the RP The student will debrief with the RP. The student will report all: ● actions to be taken (as understood by the counterpart) ● opinions expressed by the counterpart ● feelings verbally expressed by the counterpart ● factual information given and received by the RP B. Carry out immediate actions requested by the RP The student will write down, implement, and oversee the completion of all actions requested by the RP. The student will write a FACILITATING SUMMARY REPORT for his files.		

ENABLING OBJECTIVE S. 3-1 STATING THE PROBLEM (NEED OR REASON)

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
STATING THE PROBLEM (NEED OR REASON)		If the briefing is classified, a routine statement should be written for the student to memorize.
A. Gain attention		
The student will use the language to gain the listeners' attention by using functions:		The student must have control of such phrases as:
		"May I have your attention, please."
5.1 greet	5.1: 1/3	"If everyone is ready, let's be seated."
5.5.1 introduce (oneself)	5.5.1: 1-4	The student will use the appropriate Rolebook to employ phrases that establishes his/her intended sytle or register.
3.7 express intention	3.7: 2	
6.1.1 interrupt	6.1.1: 3/5-7/11-13	
6.2 sequence communication	6.2: all elements listed	
6.3 refocus or adjust communication	6.3: "	
b. Clarify/state the problem/purpose		
The student will be able to state any problem by using functions:		The student must have a facility with such phrases as:
		"The problem is as follows...."
1.1 identify objects, persons, processes	1.1: all elements listed	"This is the problem before us."
1.2 state factual information	1.2: "	The capability to gain attention and state problems or objectives is used in some form in a variety of SPEAKING and SPEAKING/LISTENING skill activities. It should be thoroughly mastered.
2.1.1 agreement	2.1.1: 1/2/5/6/9/11/13	
2.1.2 disagreement	2.1.2: 1/4/5/10/13	
2.6 need	2.6: 1-7	

ENABLING OBJECTIVE S.3-1 STATING THE PROBLEM (NEED OR REASON)

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.7.1 certainty	2.7.1: 1/2/4/5/8	
2.7.2 uncertainty	2.7.2: 1/2/4/7	
2.11 awareness	2.11: 1-4	
2.8 obligation	2.8: 1/3/6/8-10	
3.10.1 importance	3.10.1: 3	

ENABLING OBJECTIVE S.3-2 INTRODUCING KEY TERMS

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
INTRODUCING KEY TERMS		
A. Define required terms		
The student will define the required terms using functions:		This is a most critical set of communicative acts with respect to description and explanation. The process of transmitting factual information, a factual message, from speaker to listener involving new information conceptually is a necessary learning step in job-oriented communication. This may be best approached by helping the student develop a skill for presenting and teaching concepts.
1.1 identify object, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
2.6 need	2.6: 1-3/6	
B. Provide special definitions		
The student will provide special definitions for terms, labels, concepts by stating verbal definitions, giving examples, giving non-examples, providing comparisons and contrasts, and identifying characteristics of the concept. The student will use functions:		The student must learn to define terms and concepts by: *identifying relevant characteristics of the concept *describe the functions or relations with respect to the concept *provide a verbal definition *give examples of the concept *give non-examples of the concept *provide comparisons and contrasts The student must have a facility with: *if, then constructions *comparative degree constructions using like, similar, opposite of, as ___ as, etc.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	

ENABLING OBJECTIVE S.3-3 REPORTING FINDINGS AND/OR BACKGROUND INFORMATION

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
REPORTING FINDINGS AND/OR BACKGROUND INFORMATION		
A. Order events chronologically		
The student will order events according to time by using functions:		The student will identify the order as time-based. S/he must have a capability of employing statements of time such as the following:
6.2 sequence communication	6.2: all elements listed	"On July, 4th, 1976..." "On Monday" "At nine o'clock on Tuesday" "After that" "The next thing that happened" "The next day" "Next week" "Last year" "Two days from now"
1.1 identify objects, persons, processes	1.1: "	
1.2 state factual information	1.2: "	
B. Order events according to significance		
The student will order information according to importance or significance using the following functions:		The student will idertify the ordering as significance-based. For example, "We shall take up four points in order of their impact on this project."
6.2 sequence communication	6.2: all elements listed	The student must learn to develop significance-based orderings in a variety of ways. Orderings can be according to impact, cause and effect, hierarchical, etc. *If the briefing is a decision briefing, the student will employ EOs S.3.4 and 3.3-5.
1.1 identify objects, persons, processes	1.1: "	
1.2 state factual information	1.2: "	
2.6 need	2.6: 2/5-7	
2.8 obligation	2.8: 1/6	

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ENABLING OBJECTIVE S.3-3 REPORTING FINDINGS AND/OR BACKGROUND INFORMATION

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1/3	
3.10.2 unimportance	3.10.2: 1/4/8	
2.13 belief/opinion	2.13: 1-3/5	

ENABLING OBJECTIVE S.3-4 LISTING ALTERNTATIVE SOLUTIONS

SPANISH

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
LISTING ALTERNATIVE SOLUTIONS		
A. Report optimal alternative		
The student will report that alternative that s/he intends to recommend first. The student will use the following functions:		Briefings do not save the best for last. The optimal solution is given first.
1.1 identify objects, persons, processes	1.1: all elements listed	The student will also tell how many alternatives s/he has identified. For example, "I have identified four possible alternatives. First, ,..."
1.2 state factual information	1.2: "	When giving alternatives always lay out the pros and cons for each alternative.
2.5.1 capability	2.5.1: 1-4/6	
2.6 need	2.6: 1-7	
3.2.1 satisfaction	3.2.1: 3-5	
3.6 preference	3.6: 1-6	
3.9.1 approval	3.9.1: 2-4/6	
B. Report other alternatives		
The student will report each alternative including capabilities and incapabilities. The student will use functions:		
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
2.5.1 capability	2.5.1: 1/3/6	

ENABLING OBJECTIVE S.3-4 LISTING ALTERNATIVE SOLUTIONS

SPANISH

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.5.2 incapability	2.5.2: 1/4/7	
3.2.1 satisfaction	3.2.1: 1-4	
3.2.2 dissatisfaction	3.2.2: 1/2/5-7	
3.9.1 approval	3.9.1: 1-3/6	
3.9.2 disapproval	3.9.2: 1-3/5/6/8	

ENABLING OBJECTIVE S.3-5 RECOMMENDING REQUIRED ACTIONS

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
RECOMMENDING REQUIRED ACTIONS		
The student will recommend required actions, decisions, input. The student will use functions:		The student may also use 3.10.1 importance occasionally.
4.1 suggests	4.1: 3/4/6/7	There may be times when the briefer is directly requesting permission to carry out the recommendations personally. This can be expressed using function 2.9.1 request for permission.
4.4 advise	4.4: 3/5/7/8	
4.5 warn	4.5: 1-4/7/10/11	
2.4.1 possibility	2.4.1: 1-5/13	
2.4.2 impossibility	2.4.2: 1-4/6/8	
2.5.1 capability	2.5.1: 1/3/4/6	
2.5.2 incapability	2.5.2: 1/4/6/7	
2.12.1 difficulty	2.12.1: 1/2/4/6-9/11	
2.12.2 ease	2.12.2: 1/2/6-8	
2.13 belief/opinion	2.13: 1/2/4/5	
3.2.1 satisfaction	3.2.1: 1-4	
3.2.2 dissatisfaction	3.2.2: 1/2/5-7	
3.11 anticipation	3.11: 1/2	
4.7 correction	4.7: 2/5/6-9	

ENABLING OBJECTIVE S.3-6 PROVIDING COMMUNICATIVE GUIDANCE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE A. Encourage questions The student will encourage questions during, after, or during and after the presentation. S/he will use:		This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general. A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.
6.9 request questions and/or comments	6.9: all elements listed	
B. Answer questions The student will answer factual questions using functions:		Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.
1.1 identify objects, persons, processes	1.1: all elements listed	In thought and opinion questions, introductory phrases should be learned such as:
1.2 state factual information	1.2: all elements listed	
The student will answer questions requiring the expression of thoughts or opinions by using:		"It is possible that..." "We found it can be done for the following reasons." "That's a good question."
2.4.1 possibility	2.4.1: 2/3(6-13)*	
2.4.2 impossibility	2.4.2: 3/4/8	
2.5.1 capability	2.5.1: 3/6/7	
2.5.2 incapability	2.5.2: 4-7	
2.7.1 certainty	2.7.1: 4-6/8	
2.7.2 uncertainty	2.7.2: 4-7	
2.12.1 difficulty	2.12.1: 1/2/4/6-11	

*at least two of the elements in ()

ENABLING OBJECTIVE S.3-6 PROVIDING COMMUNICATIVE GUIDANCE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.2: 2/6-8	
2.13 belief/opinion	2.13: 2-5	
3.5 surprise	3.5: 3-5/8	
3.9.1 approval	3.9.1: 3/4/6	
3.10.1 importance	3.10.1: 2/3	
3.10.2 unimportance/indifference	3.10.2: 2-4/8/9	"Thank you for your attention." "Your input on this matter is sincerely appreciated."
C. Monitor presentation		
6.4 control speed	6.4: 1/4	
6.5 control volume	6.5: 1/4	
6.7 inquire about intelligibility	6.7: 2/3/7	
D. Close		
5.10 gratitude	5.10: 1/2/6	
E. Acknowledge emotional attitudes		
The student will acknowledge emotional attitudes on the part of questioners using functions:		This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
3.1.1 pleasure/liking	3.1.1: 1/2/10/11	
3.1.2 displeasure/disliking	3.1.2: 1/2/13/14	

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ENABLING OBJECTIVE S. 3-6 PROVIDING COMMUNICATIVE GUIDANCE

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.3.1 fear	3.3.1: 1/11/13	
3.3.2 worry	3.3.2: 1/2/7/8/10	
3.10.1 importance	3,10.1: 1/4-6	
3.10.2 unimportance/indifference	3.10.2: 1/10	
F. Provide supportive correction; recommend; caution		
The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:		This is also an area where human skills play a large part.
2.10.1 denial	2.10.1: 1/3/5/11/12	
2.10.2 affirmation/confirmation	2.10.2: 1/3/4/6/8-10	
3.2.1 satisfaction	3.2.1: 3/4/6	
4.1 suggests	4.1: 3/4/6-8	
4.2 requests	4.2: 4-6	
4.4 advice	4.4: 2/3/7/9	
4.5 warnings	4.5: 3/4/6/9/11	
4.7 corrections	4.7: 2/5/7	

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ENABLING OBJECTIVE R.1-1 STATING THE PURPOSE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
STATING THE PURPOSE A. State the reason for reviewing The student will construct a personal reviewing worksheet for the activity. The first step is to state the reason(s) for doing the review. This rationale will be put at the top of the review worksheet. B. Determine the document purpose The student will determine the purpose of the document (why it was written). S/he will read and translate the title, translate the abstract (if available), and read the first and last section of the document, making notes of purpose-oriented information. C. Write initial summary The student will write an initial summary of the document's purpose and put it on his/her worksheet. The student will be able to compare this initial summary with his/her final summary in order to "estimate" his/her own understanding of the document.	Only passive mastery of functions is required. Additional elements not listed in the catalog but common in written material may be required.	This communicative activity requires little to no SPEAKING or SPEAKING/LISTENING skills. What is required is a high level of competence in the READING and WRITING skills. The student should practice the construction and use of various reviewing worksheets in order to gain mastery in this communicative activity. The student should master skills in summation, drawing conclusions and comparisons of widely divergent information in order to satisfactorily carry out this communicative activity.

ENABLING OBJECTIVE R.1.2 DEVELOP AN ORGANIZATIONAL SCHEME FOR THE REVIEW

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DEVELOP AN ORGANIZATIONAL SCHEME FOR THE REVIEW A. Determine the document organization The student will determine the organization of the document by reading and extracting the document's outline. This can be done by: ●Copying the table of contents ●Translating titles of chapters ●Translating headings ●Translating sections or paragraph topic sentences B. Develop the organization for the Review The student will construct an organization in the form of an outline. The organization must be based on the purpose of the review and not on the internal organization of the document itself. Often these two organizations will be the same.		

ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
EXTRACTING INFORMATION		
A. Read document and underline or highlight data		
The student will read the document underlining or highlighting meaningful data.		
The student will place each datum in it's appropriate section of the review organization.		
B. Determine the functional environment for each datum		
The student will determine the functional environment for each datum at the time of its entry into the review organization. The functional environment indicates the "validity" of the information uncovered. The functional environment will be one or more of the following:		This is the key part for this particular communicative activity. The student should master skills in the following areas:
1.0 Factual Information		1. discrimination between fractional categories 2. knowledge of the written target language in picking out nuances of different meanings
1.1 identify objects, persons, process	1.1-all elements listed 1.2-all elements listed 1.3-all elements listed	3. grasp of the target culture in detecting emotional undertones in written passages
1.2 state factual information		4. summation of complex information in an accurate and succinct manner
1.3 seek factual information		
2.0 Intellectual Attitudes		
2.1.1 agreement	2.1.1:1/2/7-11/13/14/19	
2.1.2 disagreement	2.1.2:1/3-5/7/10-15	
2.2.1 an offer	2.2.1:1/2/4/6-8/10/14-16	

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ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2 declining an offer	2.2.2: 1-3/7/9/12-14	
2.2.3 accepting an offer	2.2.3: 1/2/4/5/7/9/11-15	
2.3.1 remembering	2.3.1: 1-3/9-11/13	
2.3.2 forgetting	2.3.2: 1-5/10/13	
2.4.1 possibility	2.4.1: 1-19	
2.4.2 impossibility	2.4.2: 1-4/6/8-11	
2.5.1 capability	2.5.1: all elements listed	
2.5.2 incapability	2.5.2: "	
2.6 need	2.6: "	
2.7.1 certainty	2.7.1: "	
2.7.2 uncertainty	2.7.2 "	
2.8 obligation	2.8 "	
2.9.1 request for permission	2.9.1: 1-3/5/6/10-13	
2.9.2 granting of permission	2.9.2: 1/2/4/8/9/12-15	
2.9.3 denial of permission	2.9.3: 1/2/4-13	
2.10.1 denial	2.10.1: 1-15	
2.10.2 affirmation/confirmation	2.10.2: 1/4-8/10-12	

ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.11 awareness	2.11: all elements listed	
2.12.1 difficulty	2.12.1: "	
2.12.2 ease	2.12.2: "	
2.13 belief/opinion	2.13: "	
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1-4/10-13	
3.1.2 displeasure/dislike	3.1.2: 1-4/12-16	
3.2.1 satisfaction	3.2.1: 1-5/8-11	
3.2.2 dissatisfaction	3.2.2: all elements listed	
3.3.1 fear	3.3.1: "	
3.3.2 worry	3.3.2: 1-6/8/11	
3.4 hope	3.4: 1/3-8	
3.5 surprise	3.5: 1-5/7/8/19-21	
3.6 preference	3.6: all elements listed	
3.7 intention	3.7: "	
3.8 want	3.8: 1/2/4-11	
3.9.1 approval	3.9.1: all elements listed	

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ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.9.2 disapproval	3.9.2: all elements listed	
3.10.1 importance	3.10.1: "	
3.10.2 unimportance/indifference	3.10.2: 1-4/8-11	
3.11 anticipation	3.11: all elements listed	
4.0 Getting things done (Suasion)		
4.1 suggestions	4.1: "	
4.2 requests	4.2: "	
4.3 invitations	4.3: 1-9/14/15	
4.4 advice	4.4: all elements listed	
4.5 warnings	4.5: 1-7/9-13	
4.6 directions/instructions/commands	4.6: all elements listed	
4.7 corrections	4.7: "	
C. List functional environment		
The student will note beside each datum its one or more functional environments.		

ENABLING OBJECTIVE R.1-5 CONSTRUCTING THE REVIEW REPORT

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONSTRUCTING THE REVIEW REPORT A. Compare in-depth information with initial summary The student will compare the in-depth review with his/her initial summary (part of R.1-1). The student will compare the list of expected findings with the actual findings. B. Write final summary The student will write the final summary focusing on the reasons/purpose of the review (see R.1-1: A. and B.). C. Make conclusions The student will draw conclusions either based on, or supported by, the final summary. D. Recommend courses of action The student will write recommended actions based on his/her conclusions and turn in the review report.		

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ENABLING OBJECTIVE R.1-4 SEARCHING FOR EVIDENCE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
SEARCHING FOR EVIDENCE A. Read supplemental, conflicting or confirming data The student will read or re-read for additional data. These sata can be: Confirming data--data that supports initial findings Conflicting data--data that negates initial findings or impressions Supplemental data--data that enhances, clarifies, provides examples, or permits ease of interpretation of the main point B. Place additional data beside initial data The student will place the additional data beside the data and functional environments it augments. C. Determine the functional environment for each datum The student will determine the functional category or categories in which the additional data is found. The functions will be one or more of the following: 1.0 Factual Information 2.0 Intellectual Attitudes 3.0 Emotional Attitudes 4.0 Getting things done (Suasion)		

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ENABLING OBJECTIVE R.1-4 SEARCHING FOR EVIDENCE

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
D. List each functional environment The student will list each functional environment for the additional data in the appropriate section of the outline beside the data themselves. Each datum will be labeled as Supplemental, Conflicting, or Confirming.		

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ENABLING OBJECTIVE R.2-1 DETERMINING INFORMATION

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DETERMINING INFORMATION NEEDS A. Prespecify items or data The student will write out all information needs before scanning the document, correspondence, or other print source. S/he will construct a probable or expected form of the data that supplies the information. B. Prespecify general information areas The student will write out the general areas or topics of information expected in the document. C. List prespecified information needs on SCANNING WORKSHEET The student will list the specific and general expected information on the SCANNING WORKSHEET prior to scanning the document.	Only passive mastery of functions is required. Additional elements not listed in the catalog but common in written material may be required.	This communicative activity requires little to no SPEAKING or SPEAKING/LISTENING skills. What is required is a high level of competence in the READING, and to a lesser degree, WRITING skills. Practice in the use of the SCANNING WORKSHEET should constitute the major portion of the instructional activity.

SCANNER
WORKSHEET

DOCUMENT DESCRIPTIONS

Prespecified info need

Date: ____________

Scanner: ____________

Results of data scan

Functional environment

Additional data

Functional environment

ENABLING OBJECTIVE R.2-2 SCANNING FOR PRESPECIFIED DATA

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
SCANNING FOR PRESPECIFIED DATA		
A. Underline or highlight data		
The student will peruse the document quickly underlining or highlighting expected data.		Speed reading skills may be useful here.
B. List data		
The student will transfer the highlighted or underlined data onto the SCANNING WORKSHEET.		
C. Determine the functional environment for each datum		
The student will inspect the sentence in which each datum is found. S/he will determine the functional category for each sentence. The functional categories will be one or more of the following:		This is the key part for this particular communicative activity. The student should master skills in the following areas:
1.0 Factual Information		1. discrimination between functional categories
1.1 identify objects, persons, processes	1.1: all elements listed	2. knowledge of the written target language in picking out nuances of different meanings
1.2 state factual information	1.2: "	3. grasp of the target culture in detecting emotional undertones in written passages
1.3 seek factual information	1.3: "	
2.0 Intellectual Attitudes		
2.1.1 agreement	2.1.1: 1/2/7-11/13/14/19	
2.1.2 disagreement	2.1.2: 1/3-5/7/10-15	
2.2.1 an offer	2.2.1: 1/2/4/6-8/10/14-16	

ENABLING OBJECTIVE R.2-2 SCANNING FOR PRESPECIFIED DATA

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.9.2 disapproval	3.9.2: all elements listed	
3.10.1 importance	3.10.1: "	
3.10.2 unimportance/indifference	3.10.2: 1-4/8-11	
3.11 anticipation	3.11: all elements listed	
4.0 Getting things done (Suasion)		
4.1 suggestions	4.1: "	
4.2 requests	4.2: "	
4.3 invitations	4.3: 1-9/14/15	
4.4 advice	4.4: all elements listed	
4.5 warnings	4.5: 1-7/9-13	
4.6 directions/instructions/commands	4.6: all elements listed	
4.7 corrections		
D. List each functional environment		
The student will note beside each datum on the SCANNING WORKSHEET the function(s) used to present the datum.		

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ENABLING OBJECTIVE R.2-2 SCANNING FOR PRESPECIFIED DATA

SPANISH

SKILL DEVELOPMENT LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2 declining an offer	2.2.2: 1-3/7/9/12-14	
2.2.3 accepting an offer	2.2.3: 1/2/4/5/7/9/11-15	
2.3.1 remembering	2.3.1: 1-3/9-11/13	
2.3.2 forgetting	2.3.2: 1-5/10/13	
2.4.1 possibility	2.4.1: 1-19	
2.4.2 impossibility	2.4.2: 1-4/6/8-11	
2.5.1 capability	2.5.1: all elements listed	
2.5.2 incapability	2.5.2: "	
2.6 need	2.6: "	
2.7.1 certainty	2.7.1: "	
2.7.2 uncertainty	2.7.2 "	
2.8 obligation	2.8: "	
2.9.1 request for permission	2.9.1: 1-3/5/6/10-13	
2.9.2 granting of permission	2.9.2: 1/2/4/8/9/12-15	
2.9.3 denial of permission	2.9.3: 1/2/4-13	
2.10.1 denial	2.10.1: 1-15	
2.10.2 affirmation/confirmation	2.10.2: 1/4-8/10-12	

ENABLING OBJECTIVE R.2-2 SCANNING FOR PRESPECIFIED DATA

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.11 awareness	2.11: all elements listed	
2.12.1 difficulty	2.12.1: "	
2.12.2 ease	2.12.2: "	
2.13 belief/opinion	2.13: "	
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1-4/10-13	
3.1.2 displeasure/dislike	3.1.2: 1-4/12/16	
3.2.1 satisfaction	3.2.1: 1-5/8-11	
3.2.2 dissatisfaction	3.2.2: all elements listed	
3.3.1 fear	3.3.1: "	
3.3.2 worry	3.3.2: 1-6/8/11	
3.4 hope	3.4: 1/3-8	
3.5 surprise	3.5: 1-5/7/8/19-21	
3.6 preference	3.6: all elements listed	
3.7 intention	3.7: "	
3.8 want	3.8: 1/2/4-11	
3.9.1 approval	3.9.1: all elements listed	

ENABLING OBJECTIVE R.2-3 SCANNING FOR ADDITIONAL DATA

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.9.1 approval	3.9.1 all elements listed	
3.9.2 disapproval	3.9.2: "	
3.10.1 importance	3.10.1: "	
3.10.2 unimportance/indifference	3.10.2: 1-4/8-11	
3.11 anticipation	3.11: all elements listed	
4.0 Getting things done (Suasion)		
4.1 suggestions	4.1: "	
4.2 requests	4.2: "	
4.3 invitations	4.3: 1-9/14/15	
4.4 advice	4.4: all elements listed	
4.5 warnings	4.5: 1-7/9-13	
4.6 directions/instructions/commands	4.6 all elements listed	
4.7 corrections		
D. List each functional environment		
The student will note beside each datum on the SCANNING WORKSHEET the function(s) used to present each datum.		

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ENABLING OBJECTIVE R.2-3 SCANNING FOR ADDITIONAL DATA

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
SCANNING FOR ADDITIONAL DATA (SUPPLEMENTAL, QUALIFYING, CONFIRMING, NEGATING) A. Circle additional data The student will peruse the document for additional data. Additional information that impacts on the prespecified data needs will be circled. B. List data The student will transfer the circled data to the SCANNING WORKSHEET. C. Determine the functional environment The student will inspect the sentence in which each additional datum is found. S/he will determine the functional category for each sentence containing additional data. The function(s) will be one or more of the following:		
1.0 Factual Information		
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
1.3 seek factual information	1.3: "	
2.0 Intellectual Attitudes		
2.1.1 agreement	2.1.1: 1/2/7-11/13/14/19	
2.1.2 disagreement	2.1.2: 1/3-5/7/10-15	

ENABLING OBJECTIVE R.2-3 SCANNING FOR ADDITIONAL DATA

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.1 an offer	2.2.1: 1/2/4/6-8/10/14-16	
2.2.2 declining an offer	2.2.2: 1-3/7/9/12-14	
2.2.3 accepting an offer	2.2.3: 1/2/4/5/7/9/11-15	
2.3.1 remembering	2.3.1: 1-3/9-11/13	
2.3.2 forgetting	2.3.2: 1-5/10/13	
2.4.1 possibility	2.4.1: 1-19	
2.4.2 impossibility	2.4.2: 1-4/6/8-11	
2.5.1 capability	2.5.1: all elements listed	
2.5.2 incapability	2.5.2: "	
2.6 need	2.6: "	
2.7.1 certainty	2.7.1: "	
2.7.2 uncertainty	2.7.2: "	
2.8 obligation	2.8: "	
2.9.1 request for permission	2.9.1: 1-3/5/6/10-13	
2.9.2 granting of permission	2.9.2: 1/2/4/8/9/12-15	
2.9.3 denial of permission	2.9.3: 1/2/4-13	
2.10.1 denial	2.10.1: 1-15	

ENABLING OBJECTIVE R.2-3 SCANNING FOR ADDITIONAL DATA

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.10.2 affirmation/confirmation	2.10.2: 1/4-8/10-12	
2.11 awareness	2.11: all elements listed	
2.12.1 difficulty	2.12.1: "	
2.12.2 ease	2.12.2: "	
2.13 belief/opinion	2.13: "	
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1-4/10-13	
3.1.2 displeasure/dislike	3.1.2: 1-4/12/16	
3.2.1 satisfaction	3.2.1: 1-5/8-11	
3.2.2 dissatisfaction	3.2.2: all elements listed	
3.3.1 fear	3.3.1: "	
3.3.2 worry	3.3.2: 1-6/8/11	
3.4 hope	3.4: 1/3-8	
3.5 surprise	3.5: 1-5/7/8/19-21	
3.6 preference	3.6: all elements listed	
3.7 intention	3.7: "	
3.8 want	3.8: 1/2/4-11	

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ENABLING OBJECTIVE R.2-4 SUMMARIZING

SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
SUMMARIZING A. Draw conclusions The student with the data and their functional environments stated on the SCANNING WORKSHEET will make inferences based on the information. S/he will write these inferences on the SCANNING WORKSHEET in the block labeled CONCLUSIONS. B. Recommend actions to be taken The student will determine what job-responsible actions should be taken, if any. S/he will note recommended actions on the SCANNING WORKSHEET.		Practice in drawing conclusions from samples of the SCANNING WORKSHEET is useful here.